DOCUMENT RESUME

ED 140 978 24 PS 009 369

TITLE	Project Follow Through: An ERIC Abstract Bibliography.
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
NOTE	111p.; Some parts may be marginally legible due to print quality of the original
AVAILABLE FROM	ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 162, $3.00)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Compensatory Education; *Demonstration Programs; *Disadvantaged Youth; *Early Childhood Education; Elementary School Curriculum; *Federal Programs; Primary Education; Program Descriptions; Program Evaluation; Teaching Methods
IDENTIFIERS	*Project Follow Through

ABSTRACT

This bibliography cites ERIC documents and journal articles related to Project Follow Through. Entries include resumes from "Resources in Education" ("RIE"), January 1975 through April 1977 and citations from "Current Index to Journals in Education" ("CIJE") February 1975 to April 1977. The bibliography was generated through a full text computer search of "RIE" and "CIJE." Citation information includes title, author, pagination, descriptor terms, identifiers, publication date and document availability or journal volume and number. "RIE" entries include an abstract and "CIJE" entries usually include a short annotation. (MS)

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PROJECT FOLLOW THROUGH:

AN ERIC ABSTRACT BIBLIOGRAPHY

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May 1977

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Area Committee for Early Childhood Education at the University of Illinois for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Area Committee or the National Institute of Education.

INTRODUCTION

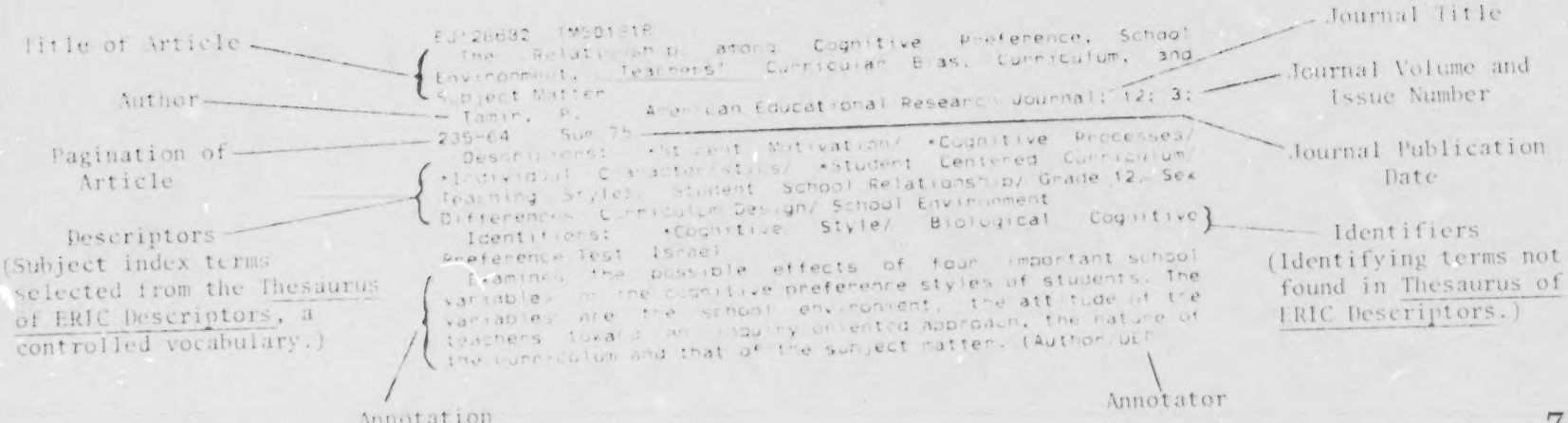
This bibliography cites ERIC documents and journal articles related to Project Follow Through. Entries include resumes from Resources in Education (RIE), January 1975 through April 1977, and citations from Current Index to Journals in Education (CIJE), February 1975 through April 1977.

The bibliography was generated through a full-text computer search of RIE and CIJE. All entries contain the phrase follow through somewhere in the document resume or journal citation. (Included are a few irrelevant entries or "false drops," in which the phrase follow through is used in a general sense, without reference to Project Follow Through.)

Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.

I. CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE CITATION:


Title of Article
Author
Pagination of Article
Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)
Annotation
Annotator
Journal Title
Journal Volume and Issue Number
Journal Publication Date
Identifiers (Identifying terms not found in Thesaurus of ERIC Descriptors.)
Ed 126882 IM501518
The Relationship among Cognitive Preference, School Environment, Teachers' Curricular Bias, Curriculum, and Subject Matter
Tamir, P.
American Educational Research Journal; 12: 3:
235-64 Sum 75
Descriptors: •Student Motivation/ •Cognitive Processes/ •Individual Characteristics/ •Student Centered Curriculum/ Teaching Styles/ Student School Relationship/ Grade 12/ Sex Differences/ Curriculum Design/ School Environment
Identifiers: •Cognitive Style/ Biological Cognitive Preference Test/ Israel
Examines the possible effects of four important school variables on the cognitive preference styles of students. The variables are the school environment, the attitude of the teachers toward an inquiry oriented approach, the nature of the curriculum and that of the subject matter. (Author/DE)

EJ147702 CE505641
Is Program Planning Just a Ritual?
Dunfee, Arthur E. Journal of Extension; 14: 20-25 Nov-Dec 76
Descriptors: *Program Planning/ *Accountability/ *Extension Education/ *Extension Agents/ Agency Role/ Program Improvement
The failure of supervisors to follow through with helpful interest and discussion has had a debilitating impact on too many Extension programs. The accountability aspect is explored using seven questions with which Extension professionals should be concerned. (ABM)

EJ147327 SP504912
How Instructional Processes Relate to Child Outcomes in a National Study of Follow Through
Stallings, Jane A. Journal of Teacher Education; 27; 1; 43-47 Spr 76
Descriptors: *Test Results/ *Attendance Patterns/ *Student Behavior/ *Measurement Instruments/ *Classroom Research/ *Classroom Techniques/ Academic Achievement/ Followup Studies
Identifiers: *Follow Through Program
Relationships between classroom instructional practices and test scores, days absent, and observed child behaviors are examined. (KM)

EJ145201 IR503889
The Differentiated Child Behavior Observational System
Rosa, Sylvia; Zimiles, Herbert Instructional Science; 5; 4; 325-342 Oct 76
Descriptors: *Interaction Process Analysis/ *Classroom Observation Techniques/ *Open Education/ Elementary Education/ Children/ Socioeconomic Status/ Traditional Schools/ Preschool Children
Identifiers: Project Follow Through/ Bank Street School/ Differentiated Child Behavior Observational System
A classroom observation system was used in 1) a nontraditional, open-classroom setting with primarily middleclass students, 2) a Follow Through class in a public school with low income students, and 3) a traditional class in a public school with low-income students. (JY)

EJ143957 TM502377
Observation as a Tool for Evaluation of Implementation
Tamir, Pinchas Studies in Educational Evaluation; 1; 2; 77-94 Sum 75
Descriptors: *Educational Innovation/ *Program Evaluation/ *Program Effectiveness/ *Test Reliability/ *Observation/ Standardized Tests/ Elementary Education/ Research and Development Centers/ Program Development/ Individualized Instruction
Identifiers: *Project Follow Through/ LRDC Instructional Model
The need for and means of evaluating the implementation of educational innovations is demonstrated. Indicated also is what type of information is useful for measuring implementation variables and how to assure that those measures will be credible. (Author/DEP)

EJ138829 UD504349
The Evaluation of Follow Through
McDaniels, Garry L. Educational Researcher; 4; 1; 7-11 Dec 75
Descriptors: *Program Evaluation/ *Compensatory Education Programs/ *Success Factors/ *Research Design/ Program Effectiveness/ Minority Group Children/ Federal Programs/ Performance Criteria/ Test Interpretation
Identifiers: *Project Follow Through
Notes that even with the problems identified in this paper, consistent, positive results are appearing in preliminary reports. Equally important, the data seem to support a number of reasonable notions about the impact of distinctive curricula on students. (Author/AM)

EJ138812 UD504332
Experiments as Reforms. An Analysis of the Implementation of an Educational Experiment
Raffel, Jeffrey A. Urban Education; 11; 1; 59-78 Apr 76
Descriptors: *Program Evaluation/ *Program Administration/ *Administrative Problems/ *Teacher Attitudes/ Urban Education/ Elementary Education/ Compensatory Education Programs/ Success Factors
Identifiers: *Follow Through Program/ Delaware (Wilmington)
This analysis of the Follow Through program as attempted in Wilmington suggests that the implementation of the experimental treatment is problematic at best, that quantitative analysis of the national results of this quasi-experimental program may provide us with information that is of limited validity and utility, and that the call to treat reforms as experiments should also apply in reverse. (Author/JM)

EJ138519 UD504757
Four Preschool Programs: Their Dimensions and Effects
Miller, Louise B.; Dyer, Jean L. Monographs of the Society for Research in Child Development; 40: 5-6 Oct 75
Descriptors: •Program Evaluation/ •Preschool Education/ •Comparative Analysis/ •Compensatory Education/ Cognitive Development/ Perceptual Development/ Preschool Programs/ Kindergarten/ Student Motivation/ Primary Grades
Identifiers: •Project Head Start; Project Follow Through
This report presents results from an experimental comparison of four kinds of Head Start programs (Montessori, Traditional, Bereiter-Engelmann, and Darcee) and a 3-year follow-up through second grade. The four programs are described, and the immediate and stable effects of each program on children's cognitive, motivational and perceptual development are examined. (Authors/CW)

EJ138518 PS504756
Implementation and Child Effects of Teaching Practices in Follow Through Classrooms
Stallings, Jane Monographs of the Society for Research in Child Development; 40: 7-8 Dec 75
Descriptors: •Teaching Methods/ •Primary Education/ •Academic Achievement/ •Compensatory Education/ Program Evaluation/ Models/ Comparative Analysis/ Classroom Observation Techniques/ Student Behavior/ Objectives
Identifiers: •Project Follow Through/ Planned Variation
Teaching practices in a total of 273 first and third grade Follow Through classrooms were examined in relation to (1) their consistency with the goals of seven sponsors' educational models, and (2) their effects on children's performance in areas ranging from reading and arithmetic achievement to nonverbal reasoning, independence and school attendance. (Ca)

EJ137730 CG510131
Effects of Follow Through Model: Primary Education Project-Individually Prescribed Instruction (PEP-IPI) On Children's Academic Competence
Fesler, Elizabeth; And Others Psychology in the Schools; 13: 2; 181-184 Apr 76
Descriptors: •Academic Achievement; •Learning/ •Primary Education/ •Diagnostic Teaching; •Individualized Instruction/ Diagnostic Tests/ Educational Programs/ Longitudinal Studies/ Children/ Research Projects
Children's academic performance was examined at the end of one, two, or three years of receiving prescriptive educational treatment. The project provided for individualization of learning from kindergarten through the third grade, and the children evidenced significant gains on standardized indices of achievement. (Author)

EJ137506 CE504904
How to Plan a Training Program
Nexell, Gale E. Personnel Journal; 55: 5: 220-[illegible] May 76
Descriptors: •Educational Programs/ •Program Planning/ •Training; •Training Objectives/ •Training Techniques/ Manpower Development/ Program Content/ Needs Assessment
Training needs analysis, training program planning, pilot sessions and their evaluation, and follow through sessions on a continuing basis are examined, using an approach applicable to an outside or inside trainer. (LH)

EJ135066 SE516128
Diagnosis and Follow-Through in High School Physics
Whipperman, Bruce Physics Teacher; 14; 3: 171-172 Mar 76
Descriptors: •Basic Skills/ •Instruction/ •Physics/ •Remedial Instruction/ •Secondary School Science/ Instructional Materials/ Individualized Instruction/ Science Education/ Secondary Education/ Teaching Methods
Provides a method by which students with different levels of ability may be taught on individual basis by one instructor. A pretest, skill session, and retest format are described. An appendix lists programmed materials in basic and advanced skills which are available. (CP)

EJ133689 UD504026
Effects of Follow Through on School Fearfulness Among Black Children
Rhine, W. Ray; Spencer, Leilani M. Journal of Negro Education; 44: 4; 446-453 F 75
Descriptors: •Minority Group Children/ •Elementary Education / •Compensatory Education Programs/ •School Phobia/ Federal Programs/ Fear/ School Environment
Identifiers: •Follow Through Program
Results suggest some progress in formulating educational environments that reduce the level of school fearfulness among black children. Other studies should explore the differences in classroom atmosphere that mediate these encouraging results; i.e. patterns of pupil-teacher and pupil-pupil interaction. (Author/AM)

EJ121658 SO503930
Planned Variation from the Perspective of a Model Sponsor
Weikart, David P.; Banet, Bernard A. Policy Analysis; 1; 3; 485-510 Sum 75
Descriptors: *Educational Alternatives; *Models/ *Curriculum Development/ *Training Techniques/ *Educational Innovation/ Educational Research/ Educational Accountabilit / Elementary Education/ Pilot Projects
Discussion of several important problems faced in developing the Follow Through model and implementing it in the field, and their eventual impacts on a sponsor. (Author/ND)

EJ121657 SO503929
Lessons from Follow Through
Elmore, Richard F. Policy Analysis; 1; 3; 459-84 Sum 75
Descriptors: *Program Evaluation/ *Educational Experiments/ *Evaluation Methods/ *Scientific Methodology/ Educational Innovation/ Educational Research/ *Political Issues/ Educational Administration
Follow Through issues show that methodological knowledge of what constitutes a well-constructed experiment must be supplemented by knowledge of political and administrative intricacies of the educational system before using experimentation in educational program evaluation. (ND)

EJ118524 UD503613
Extended Positive Effects of a Comprehensive Head Start - Follow Through Program Sequences on Academic Performance of Rural Disadvantaged Students
Borden, Juliet P.; And Others Journal of Negro Education; 44; 2; 149-160 Spr 75
Descriptors: *Followup Studies/ *Rural Youth/ *Educationally Disadvantaged; *Preschool Evaluation; Early Childhood Education/ Preschool Programs/ Academic Achievement
Identifiers: *Head Start
A comparison is made of the academic progress of rural disadvantaged children who attended two types of Head Start programs and also participated in a reinforcing Follow Through program for two years with that of non-Head Start students of similar backgrounds who were also enrolled in the Follow Through program. The data suggest that structured, long term Head Start experiences, coupled with a Follow Through program which continuously builds on these experiences, can make a significant difference in the achievement of disadvantaged rural children in their later school work. (EH)

EJ118479 TM501629
Effects of a Four-Year Follow Through Program on Economically Disadvantaged Children
Abelson, Willa D.; And Others Journal of Educational Psychology; 66; 5; 756-71 Oct 74
Descriptors: *Longitudinal Studies/ *Cross Sectional Studies / *Disadvantaged Youth/ *Compensatory Education Programs/ *Program Evaluation/ Preschool Education/ Primary Education/ Individualized Instruction/ Remedial Programs/ Humanistic Education
Identifiers: *Project Follow Through/ Project Head Start
Findings indicate that the Follow Through Program was highly beneficial to those children who participated in it. The longitudinal and cross-sectional evidence together point to the conclusion that the gains accruing from compensatory education programs are commensurate with the duration and amount of effort which are expended on these programs. (Author/BJG)

EJ117771 FL507575
Les stages (Refresher Courses)
Debyser, Francis Francais dans le Monde; 113; 24-31 May-Jun 75
Descriptors: *Institutes (Training Programs); *Teacher Programs/ *Refresher Courses/ *Inservice Teacher Education/ *Language Teachers/ Teacher Education/ Teacher Centers/ Teacher Education Curriculum/ Professional Continuing Education/ French
Reports on a round table concerning continuing education for teachers of French and on the results of a questionnaire on the same topic. Methodology, curriculum, environment, and time factors are discussed. The weakest points are considered to be planning, evaluation and follow-through. (Text is in French.) (AM)

EJ111803 UD503468
Letter from North Dakota: Inviting the People to See
Strickler, Eve Urban Review; 7; 4; 262-273 Oct 74
Descriptors: *Teacher Programs/ *Teaching Methods; *Teaching Techniques/ *School Community Cooperation/ *Parent Teacher Cooperation/ American Indians
Identifiers: North Dakota/ Follow Through Programs
A descriptive account of the diverse experiences and reactions, both positive and negative, of a resource teacher for a Follow Through Program at an Indian elementary school in Fort Yates, North Dakota, and her attempts to promote teacher cooperation and engender local involvement in the school. (EH)

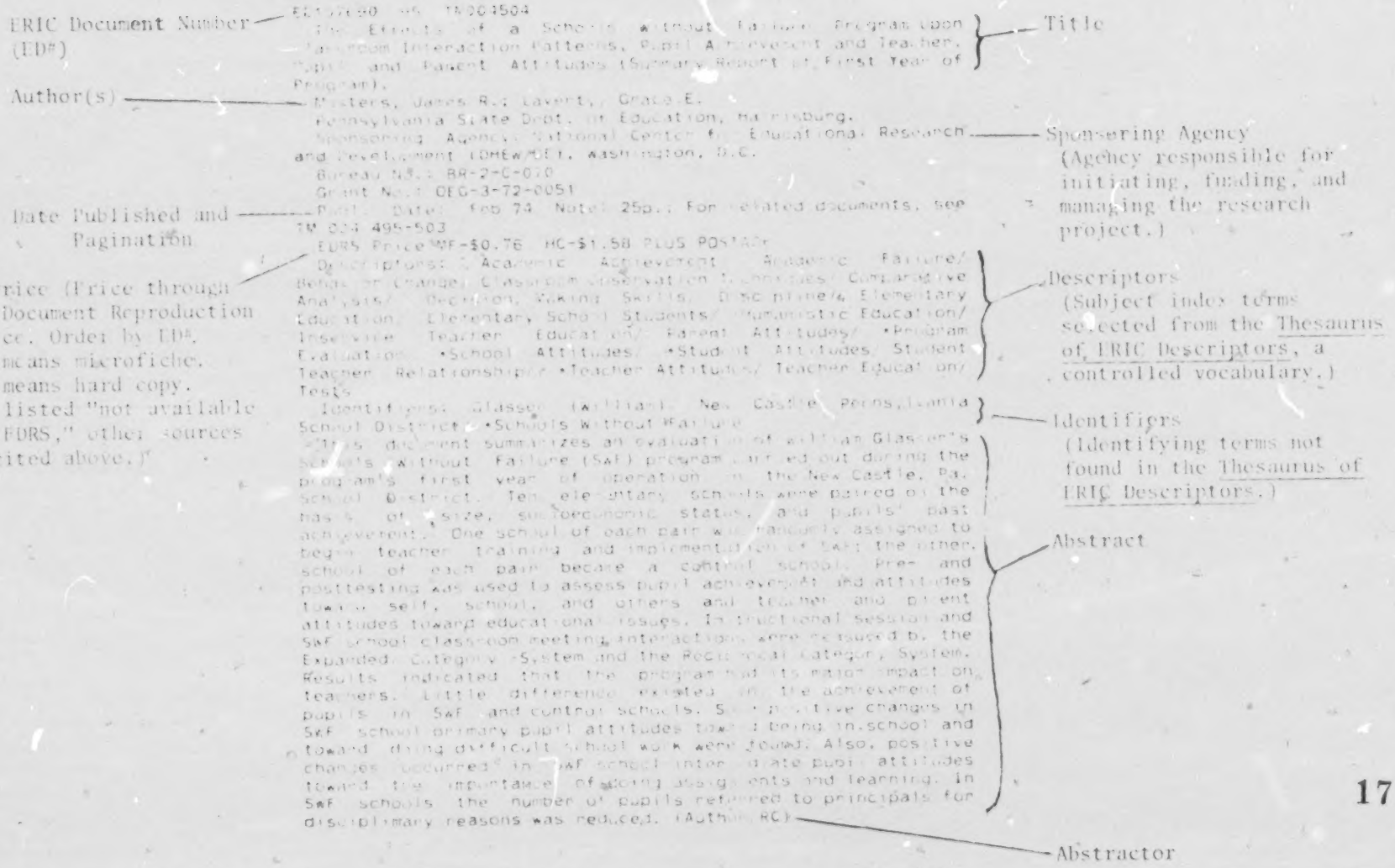
EJ110592 CG508220
Follow-up on Follow Through
Clark, Alice T. Measurement and Evaluation in Guidance; 7 ; 4; 234-238 Jan 75
Descriptors: *Program Evaluation/ *Evaluation Methods/ *Preschool Programs/ *Economically Disadvantaged/ *Rating Scales/ Parent Participation/ Followup Studies
Identifiers: *Follow Through
An evaluation technique is described which assessed all major parts of a local Follow Through project. The two most valued characteristics of the porgram were "classroom aides" and "individualized instruction in small groups." The two least valued characteristics were "parent involvement" and "parent coordinators." (Author)

EJ106660 SP503063
Follow Through
Griffin, Joan B. School Health Review; 5 4; 25-7 Jul-Aug 74
Descriptors: *Parent Participation/ *Academic Achievement/ *Physical Health/ *Health Programs/ *Students
Identifiers: *Project Follow Through

EJ104089 CS706323
Head-Start Can Contribute to Reading
Borden, Juliet P.; And Others Elementary English; 51; 6; 874-6 Sep 74
Descriptors: *Federal Programs/ *Reading Programs/ *Grade 1/ *Reading Achievement/ Followup Studies/ Educational Programs/ Preschool Children/ Minority Group Children/ Teaching Methods/ Teacher Education
Identifiers: *Head Start Program
First grade students participating in a year-long Head Start Follow Through Program achieved significantly higher reading scores than former Head Start students not given the Follow Through Program. (JM)

ED132174 TM005884
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.
Goodwin, Judith
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.: PSD-7713
Publ. Date: Aug 76 Note: 25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Academic Achievement/ Achievement Gains/ Ancillary Services/ Attendance/ Comparative Analysis/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Mathematics/ Models/ Parent Participation / Primary Education/ Program Attitudes/ *Program Evaluation/ Reading/ Summative Evaluation
Identifiers: Pennsylvania (Philadelphia)/ Philadelphia School District/ *Project Follow Through
This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds total non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

SAMPLE RESUME: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Author(s)
Date Published and Pagination
EDRS Price (Price through ERIC Document Reproduction Service. Order by ED#. "MF" means microfiche. "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.)
ED 077690 UD 001504
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).
Masters, James R.; Lavert, Grace E.
Pennsylvania State Dept. of Education, Harrisburg.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-2-C-070
Grant No.: OEG-3-72-0051
Pub. Date: Feb 74 Note: 25p.; For related documents, see UD 014 495-503
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Academic Achievement; Academic Failure; Behavior Change; Classroom Observation Techniques; Comparative Analysis; Decision Making Skills; Discipline; Elementary Education; Elementary School Students; Humanistic Education; Inservice Teacher Education; Parent Attitudes; *Program Evaluation; *School Attitudes; *Student Attitudes; Student Teacher Relationships; *Teacher Attitudes; Teacher Education; Tests
Identifiers: Glasser (William); New Castle Area Senior High School; Pennsylvania; *Schools Without Failure
Abstract: This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional sessions and SWF school classroom meeting interactions were assessed by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of school assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/HC)
Abstractor
Title
Sponsoring Agency (Agency responsible for initiating, funding, and managing the research project.)
Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)
Identifiers (Identifying terms not found in the Thesaurus of ERIC Descriptors.)
Abstract

ED131452 CS003054
Head Start Follow Through Program Intervention in Reading Readiness and Reading. Annual Report.
Tulane Univ., New Orleans, La.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Report No.: CG-9939-A/O
Publ. Date: Aug 70 Note: 47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Educational Research/ *Intervention/ *Language Arts/ Preschool Education/ Primary Education/ Program Evaluation/ *Reading Readiness/ *Remedial Instruction/ *Remedial Programs
Identifiers: Project Head Start
This follow-up study assessed the effects of two different intervention strategies on the reading, language, and intellectual development of preschool children who participated in a North Carolina Head Start program during the period from 1968 to 1969. Children in the experimental group received structured language arts instruction in the first grade, through the Sullivan Reading Readiness Program, the Sullivan Reading Program, and the Buchanan Readiness in Language Arts Program, while children in the control group received no structured intervention. Data revealed that children exposed to the structured conditions did not receive significantly different scores on a battery of tests conducted at the end of the first-grade year than did children who received only the Head Start experience. (RS)

ED131095 TM005796
Follow Through Expansic Pre-Program Data, 1975. Report Number 7642.
Goodwin, Judy; Lukshus, Anne M.
Philadelphia School District, Pa. Office of Research and Evaluation.
Publ. Date: Oct 75 Note: 42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Compensatory Education Programs/ *Educational Background/ Elementary Education/ Elementary School Teachers/ Principals/ *Program Attitudes/ Questionnaires/ Resource Teachers/ Teacher Aides
Identifiers: Pennsylvania (Philadelphia)/ Philadelphia Pennsylvania Public Schools/ *Project Follow Through
The Follow Through Expansion Program involved 46 schools in all eight districts of Philadelphia, Pa. The program was instituted at the kindergarten level in March, 1975. Five model options were proposed for implementation on the basis of previous evaluation findings regarding the original Follow Through Program in Philadelphia. Of these, four were selected by the participating schools: Option 1: a local adaption of the Behavior Analysis model, Option 2: a Behavior Analysis/ Bank Street combination, Option 3: a Behavior Analysis/Bilingual combination not selected by the participating schools, Option 4: a local adaption of the Bank Street model, and Option 5: a Bank Street/ Bilingual combination. Pre-program questionnaires were completed by principals, resource teachers, teachers, and aides, and yielded background information on program personnel as well as pre-program attitudes. The majority of principals indicated that they were satisfied with the model assigned to them and that they expected Follow Through to have a strong effect on pupil achievement, parent participation, staff development and the motivation of instructional personnel. Sixty-seven percent of the teachers also evidenced positive reactions to the news of the expansion program. Option 4 teachers elicited the highest percentage of positive responses and Option 2 the lowest. Aides indicated increased clarity after training but somewhat lower enthusiasm, possibly due to previous training which emphasized a different instructional orientation at the kindergarten level. (Author/RC)

ED131092 24' TM005760
Program Evaluation: An Empirical Study of Individualized Instruction.
Leinhardt, Gaea
Pittsburgh Univ., Pa. Learning Research and Development Center.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: LRDC-1976-5
Publ. Date: 76 Note: 62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors: Academic Achievement/ Achievement Tests/ Aptitude Tests/ Classroom Observation Techniques/ Classroom Techniques/ *Compensatory Education Programs/ Data Analysis/ Elementary Education/ Federal Programs/ Grade 2/ *Individualized Instruction/ Mathematics/ Predictor Variables/ *Program Development/ Program Effectiveness/ *Program Evaluation/ Questionnaires/ Reading/ Standardized Tests/ Student Records/ Video Tape Recordings
Identifiers: *Project Follow Through
The results of three years of evaluative investigation of the University of Pittsburgh Learning Research and Development Center's program of individualized education are described. The study was conducted in seven Follow Through sites and three Pittsburgh area schools. Standardized tests were used as input and outcome measures; questionnaires and videotapes were used to gather information about the classroom processes. The results indicate that over the three-year period the implementation of the program continued to move toward ideal goals. Extensive data reduction procedures were used and the rationale of usage discussed. Results also point to input as the primary explanation of student end-of-year performance, though classroom processes contribute a small but consistent amount. The data indicate greater ease in identifying negative factors in successful classroom processes than in determining the positive factors. (Author/MV)

ED130791 PS008934
Use of Situational Oral Language Tasks in Formative and Summative Evaluation of a Compensatory Primary Program.
Conrad, Eva E.; And Others
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Sponsoring Agency: Office of Education (DHEW) Washington, D.C.
Publ. Date: 75 Note: 21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Compensatory Education Programs/ Early Childhood Education/ *Evaluation Methods/ Grade 1/ Grade 3/ *Language Development/ Language Skills/ *Language Tests/ Measurement Instruments/ *Oral Communication/ *Primary Education/ Program Evaluation/ *Situational Tests/ Tape Recordings
Identifiers: Childrens Language Assessment Situational Tasks / Project Follow Through/ TEEM/ Tucson Early Education Model
This paper describes the development of an oral language skills assessment instrument, called the Children's Language Assessment-Situational Tasks (CLA-ST), and its utilization in both formative and summative evaluation of the Tucson Early Education Model (TEEM) in Project Follow Through. First and third graders in Follow Through classrooms implementing TEEM and non-Follow Through comparison counterparts in a Southeastern community served as subjects. Language samples were collected in the fall and in the following spring in sessions designed to elicit language from the children. Pretest and posttest data were independent. Tape recordings made of each session were transcribed and coded for 11 language variables. A 2-factor analysis of variance was done with treatment (TEEM or comparison) and trials (pretest and posttest) as factors. Results indicate that primary children in the TEEM classrooms demonstrate superior language performance on many dimensions of language development. The paper concludes with a discussion of the utility of this kind of evaluation procedure to supplant traditional paper-and-pencil strategies. (Author/SB)

ED130789 PS008931
Long-Term Effects of Intervention: A Longitudinal Investigation.
Seitz, Victoria; And Others
Yale Univ., New Haven, Conn.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Child Development (DHEW), Washington, D.C.
Grant No.: NIMH-MH-03008; OCD-90-C-912
Publ. Date: Sep 76 Note: 67p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: Academic Achievement/ Achievement Tests/ Compensatory Education/ *Early Childhood Education/ Educational Policy/ *Elementary Education/ *Evaluation Methods / Federal Programs/ Intelligence Quotient/ Intelligence Tests/ *Intervention/ *Longitudinal Studies/ Measurement Instruments/ Minority Group Children/ Performance Factors/ Post Testing/ Program Evaluation/ Socioeconomic Background
Identifiers: Connecticut/ *Project Follow Through/ *Project Head Start
This longitudinal study examined two groups of children, boys in one sample and girls in another, to assess whether programs such as Head Start and Follow Through produce lasting measureable effects. Low-income children were examined separately from middle-income children and, within the low-income sample, a separate analysis was made for low-income black children (who comprise the largest single group in the final longitudinal sample). Effects of an extensive intervention program were seen upon the children's academic performance in mathematics, general information scores and Peabody Picture Vocabulary Test IQ Scores. Retesting, four to five years following completion of the intervention, showed these children still performing higher than nonintervention children. Reasons for sex differences are discussed; results from interviews with the children and analyses of their school attendance and grades are presented. (Author/BF)

ED129644 95 TM005464
Ethical Considerations in the Anthropological Evaluation of Educational Programs.
Clark, Woodrow W., Jr.; Beers, C. David
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-73-5256
Publ. Date: Apr 76 Note: 34p.; Paper presented at the Annual Meeting of the American Educational Research Associatio (60th, San Francisco, California, April 19-23, 197[illegible]
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Confidentiality/ Data Collection/ *Educational Anthropology/ Ethical Values/ *Ethics/ Evaluation/ *Evaluation Methods/ Field Interviews/ Field Studies/ *Group Discussion/ Longitudinal Studies/ *Program Evaluation/ *Research Methodology/ Research Utilization/ Self Evaluation
Identifiers: Project Follow Through/ Right of Access
In placing the issue of the ethics of using anthropological methods for educational evaluation in the ontext of scientism, anthropology and other social sciences are viewed as being in part either qualitative or quantitative. Furthermore, the difference between research and evaluation places the ethnographer in another position in relationship to those studied. Two basic categories of ethical considerations are discussed: data gathering, including loyalty and employment of the field worker, methodology, and confidentiality; and the results of data collection, including the right of review, dissemination of findings, and impact of the data. In Section B, entitled "The Interaction of Eth ics and Method," some of the ethical issues involved in designing a research methodology are dealt with. Comments are based on the experience of studying Project Follow Through using a group interview technique. (BW)

ED129647 SO009372
Multicultural Education.
Randall, Robert S.
Southwest Educational Development Lab., Austin, Tex.
Publ. Date: Apr 76 Note: 6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Acculturation/ Behavioral Objectives/ Bias/ Changing Attitudes/ Child Development/ Cognitive Development/ *Cultural Differences/ Cultural Disadvantagement/ *Cultural Interrelationships/ *Cultural Pluralism/ Definitions/ Educational Disadvantagement/ *Educational Improvement/ *Educational Objectives/ Elementary Secondary Education/ Ethnic Stereotypes/ Learning Activities, Learning Motivation/ Self Concept/ Socialization
The concept of multicultural education is discussed along with implications for accepting and fostering cultural differences. The concept of cultural pluralism must be broadened to include a commitment to the right to be different if the full benefits of multicultural education are to be realized. A wide range of qualities can be included in multicultural education programs, but the core concept should always include an avoidance of stereotyping ethnic and cultural groups, use of many ethnic groups in pictorial representations, and teacher recognition and encouragement of individual and group differences. Benefits of multicultural education for young children include self-concept development, development of self-confidence, creation of good feelings about themselves and others, and mastery of learning activities from differing backgrounds. Teachers should encourage follow-through and follow-up activities and discussions with the children. (Author/DB)

ED129443 PS008853
Compensatory Education and the Varieties of Intervention: A Program Element Typology Based on the Model of the Follow Through Planned Variation Experiment.
Mergendoller, John R.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: NIE-P-76-0008
Publ. Date: 76 Note: 109p.; Filmed from best available copy
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors: Behavior Change/ Community Role/ *Compensatory Education Programs/ *Early Childhood Education/ Formative Evaluation/ Grouping (Instructional Purposes)/ *Intervention/ Learning Activities/ Learning Processes/ Objectives/ Open Education/ Parent Role/ Preschool Children/ Preschool Curriculum/ Preschool Teachers/ *Program Descriptions/ *Program Design/ Program Evaluation/ Staff Role/ Teaching Methods/ Time Blocks/ *Typology
Identifiers: Planned Variation/ *Project Follow Through
This document presents a descriptive typology created to characterize the diverse program approaches of the Follow Through Planned Variation Experiment. Program approaches are described with respect to two orthogonal dimensions: (1) Program Elements (Instructional, Service, Participatory and Employment) with the major focus on instructional elements including curricular orientation (learning emphasis and instructional role); curricular design (nature and uniformity of activities, time utilization, instructional grouping); curricular responsibility (pre- and post-instructional); and curricular variability (instructional activities, time utilization, and instructional grouping); and (2) Target Population (Children, Instructors and Parents). To demonstrate the use of this typology, five Follow Through Planned Variation program approaches are described using the previously developed program descriptors. (Author/MS)

ED129418 PS008813
Follow Through: A Story of Educational Change.
Rath, Susan W.; And Others
Nero and Associates, Inc., Portland, Oreg.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: SB0208(a)-73-C-107
Contract No.: OEC-0-73-5256
Publ. Date: Jun 76 Note: 135p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors: *Ancillary Services/ Change Agents/ Change Strategies/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ *Educational Change/ Educational Innovation/ Federal Programs/ Intervention/ Paraprofessional School Personnel/ *Parent Participation/ Parent School Relationship/ Poverty Programs/ Program Development/ School Community Programs/ *Vocational Development
Identifiers: *Project Follow Through
This survey of Follow Through programs over the past nine years examines program implementation from the perspective of local schools (complementing an earlier study on implementation of education models from the perspective of model sponsors). Ten sites around the country were visited and over 300 Follow Through participants interviewed, including parents, children, teachers, paraprofessionals, principals, Follow Through staff, administrators and school board members. Dealing with Follow Through program design and evaluation only as related to implementation, the study focuses on how Follow Through is translated into day-to-day operations. A study team searched for "lessons learned" that could help others toward successful implementation of programs. Key chapters discuss the implementation process as it relates to: changing the classroom, parent involvement, support services, career development, and changes in the schools. (BF)

ED129403 PS008722
Nine Model Programs for Young Children: Appendix of Supplementary Materials. Volume II.
Quillian, Benjamin F., Jr.; Rogers, Kathryn S.
National Coordination Center for Early Childhood Education, St. Ann, Mo.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 72 Note: 137p.; For Volume I, see PS 008 721
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors: Bilingual Education/ *Bilingual Students/ Cognitive Development/ *Disadvantaged Youth/ *Early Childhood Education/ *Instructional Materials/ Intervention/ Language Development/ *Lesson Plans/ Open Education/ Parent Participation/ *Preschool Children/ Preschool Curriculum/ *Preschool Programs/ *Program Descriptions/ Reading Instruction/ Sensory Training/ Social Development/ Spanish Speaking
Identifiers: Bilingual Early Childhood Program, DARCEE/ Demonstration and Research Center Early Education/ Florida Parent Education Model/ Piaget (Jean)/ Primary Education Project/ Project Follow Through/ Responsive Model Program/ Tucson Early Education Model
This appendix to the National Program on Early Childhood Education (NPECE) Survey contains materials intended to provide additional information about six of the nine programs described in the survey. The materials include: (1) narrative descriptions of cooking and reading experiences for the Tucson Early Education Model; (2) information on curriculum, staff development and scheduling for the Bilingual Early Education Program (SEDL); (3) information on curriculum, scheduling, home visitation, evaluation and other aspects of the DARCEE/NPECE Preschool Program; (4) a list of problem-solving processes related to the objectives of the Responsive Model Program; (5) a sample curriculum sequence and an outline of skills for the Primary Education Project; and (6) information on curriculum and data collection instruments for the Florida Parent Education Model. (MS)

ED129402 PS008721
Nine Model Programs for Young Children: Program Summaries for Potential Implementation. Volume I.
Quillian, Benjamin F., Jr.; Rogers, Kathryn S.
National Coordination Center for Early Childhood Education, St. Ann, Mo.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: 72 Note: 184p.; For Volume II, see PS 008 722
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors: Behavior Change/ Bilingual Education/ *Bilingual Students/ *Disadvantaged Youth/ *Early Childhood Education/ English (Second Language)/ Home Visits/ Individualized Instruction/ Intervention/ Open Education/ Parent Participation/ *Preschool Children/ *Preschool Curriculum/ *Preschool Programs/ *Program Descriptions/ Program Evaluation/ *Spanish Speaking/ Teaching Methods/ Traditional Schools
Identifiers: Bilingual Early Childhood Program/ DARCEE/ Demonstration and Research Center Early Education/ Education Development Center/ Florida Parent Education Model/ Oral Language Program/ Primary Education Project/ Project Follow Through/ Responsive Model Program/ Tucson Early Education Model
This survey, representing a wide spectrum of teaching strategies and educational outlooks, is the result of a number of requests to the National Program on Early Childhood Education (NPECE) for a concise description of a variety of tested programs for young children that can be installed by local communities. A requirement of these programs was that they be well-defined, easily transportable, reasonably economical, and consistent in attaining positive educational outcomes. Also important were availability of training and support services. The programs considered were for 4- to 6-year-olds. Target audiences were bilingual, disadvantaged, and preschool or early elementary children. The four teaching strategies represented are open classroom, structured classroom, individualized instruction, and non-institutionalized instruction. Specific program descriptions under each strategy are: open classroom, the Tucson Early Education Model (TEEM), and the Education Development Center Approach (EDC); bilingual education, the Bilingual Early Childhood Program (SEDL) and the Oral Language Program (SWCEL); structured classroom, the Demonstration and Research Center for Early Education (DARCEE)/ National Program on Early Childhood Education (NPECE) Program, and the Behavior Analysis Plan; individualized instruction, the Responsive Model Program and the Primary Education Project (PEP); and non-institutional instruction, the Florida Parent Education Model. (MS)

ED128926 95 EA008699
A Description of Follow Through Sponsor Implementation Processes.
Nero and Associates, Inc., Portland, Oreg.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-73-5256; SB0208(a)-73-C-107
Publ. Date: Apr 75 Note: 246p.; Photos may reproduce poorly
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors: *Early Childhood Education/ Educational Innovation/ Elementary Education/ Experimental Programs/ Inservice Teacher Education/ *Program Descriptions/ *Program Development/ *Program Evaluation; Program Planning/ *Training Techniques
Identifiers: *Project Follow Through
This report describes and documents the experiences of various sponsoring organizations and school districts with Project Follow Through, a national program that promotes alternative educational programs for children in grades K-3. The report is based on field visits and interviews with individuals directly involved in the processes of program approach development and implementation. Information was collected by reviewing written material from both program sponsors and their project sites, by visiting selected sponsors and sites, and by interviewing people who had major roles in the implementation process. Chapter 1 provides an overview of Project Follow Through, and chapter 2 describes sponsor program approaches. Chapter 3 describes Follow Through training procedures and some of the major lessons learned on how to change teacher behavior. Chapter 4 discusses both formal and informal evaluation processes at all levels of Follow Through operation. Chapter 5 describes the process of building administrative support during implementation, and chapter 6 describes the process of designing program approaches and procedures for making them operational in school districts. (Author/JG)

ED128427 TM005612
Evaluation of Title I ESEA Projects, 1974-75: Technical Reports. Report No. 7606.
Philadelphia School District, Pa. Office of Research and Evaluation.
Publ. Date Nov 75 Note: 404p.; For related documents, see ED 060 130, ED 083 269-272, ED 103 542, ED 113 385, and ED 115 678
EDRS Price MF-$0.83 HC-$22.03 Plus Postage.
Descriptors: •Compensatory Education Programs/ Disadvantaged Youth/ Educational Objectives/ Elementary Secondary Education/ Enrichment Programs/ Evaluation Methods/ •Federal Programs/ Mathematics Education/ •Program Evaluation/ Reading Programs/ •School Districts/ Technical Reports
Identifiers: •Elementary Secondary Education Act Title I/ ESEA Title I/ Pennsylvania (Philadelphia)/ •Philadelphia Pennsylvania School District
Technical reports of individual Title I project evaluations conducted during the 1974-75 school year are contained in this annual volume. It presents information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. Projects included are: Affective Education, Benchmark, Bilingual Education, Communications Experiences, Comprehensive Mathematics, Comprehensive Reading Project, Computer-Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language--Readiness, English to Speakers of Other Languages, Enrichment Activities for Hearing-Impaired Pupils, Episcopal Academy: Summer Enrichment, Follow Through, Institutions for Neglected and Delinquent Children, Intensive Learning Center, Itinerant Hearing Service, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, Pennsylvania Advancement School, School-Community Coordinator, Speech and Hearing, Speech-Therapy Clinics, Summer Special Education, Walnut Center, and Young Audiences. (Author/BW)

ED128419 95 TM005604
Attrition: Identification and Exploration in the National Follow Through Evaluation.
St. Pierre, Robert G.; Proper, Elizabeth C.
Abt Associates, Inc., Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0134
Publ. Date: Apr 76 Note: 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Analysis of Covariance/ Compensatory Education Programs/ Data Collection/ Dropouts/ Family Income/ •Longitudinal Studies/ Multiple Regression Analysis/ Pretests/ Program Evaluation/ •Research Problems/ •Sampling/ •Statistical Bias/ Student Characteristics
Identifiers: •Attrition/ Project Follow Through
A general interest in attrition, or loss of units from a study, stems in part from the observation that the infrequency of attention to attrition exacerbates problems of data interpretation. As a substudy of the national evaluation of Project Follow Through, the potential biasing effects of attrition of subjects from the sites were investigated. Policy attrition, the administrative dropping of a unit; program attrition, loss of subjects due to mobility, dislike of the treatment, etc.; and sample attrition, units omitted because of deficient data, have been defined, but were not distinguished in this research. The relationship between attrition, pretest score, and income level were studied. In the few cases where additional variance was accounted for by the interaction of pretest or income with treatment within-site, an interpretation of the possible biasing effects of attrition was made in the evaluation of the specific site. It is suggested that in cases where differential attrition is found, the offending variable be considered for use as a covariate. (BW)

ED128412 TM005596
Methods for Minimizing Attrition in Field Studies.
Marshall, Gloria
Publ. Date: Apr 76 Note: 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Data Analysis/ •Data Collection/ Evaluation Methods/ •Field Studies/ •Longitudinal Studies/ Quality Control/ Research Design/ •Research Problems
Identifiers: •Attrition/ Project Follow Through
Attrition, or the loss of study subjects, confounds the subject identification process. Design attrition occurs when subjects initially involved in the study are excluded because of changes in study focus or rationale. Data collection attrition occurs when subjects are excluded because they were not contacted by the data gatherer, or because the contact did not yield the information required for analysis. Data processing attrition occurs when subjects included in the design fail to be included in the study data records. Analysis attrition occurs when subjects included in the design are not deemed valid subjects for the analytic design. Using the evaluation of Project Follow Through as an example, attrition in the data collection process is discussed. The point is made that the data collection staff can play an important role in minimizing attrition in longitudinal studies by gaining the cooperation of subjects, by correctly locating and identifying subjects, and by the use of proper management and administration procedures. (BW)

ED128340 95 SP010412
A Study of Implementation in Seven Follow Through Educational Models and How Instructional Processes Relate to Child Outcomes.
Stallings, Jane
Stanford Research Inst., Menlo Park, Calif.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: Nov 75 Note: 35p.; Paper presented at the National Invitational Conference on Research on Teacher Effects: An Examination by Policy-Makers and Researchers (Austin, Texas, November 3-5, 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Disadvantaged Youth/ Educational Innovation/ Educational Research/ Experimental Curriculum/ Experimental Schools/ *Experimental Teaching/ *Instructional Programs/ *Primary Education/ *Program Development/ *Program Evaluation/ Teaching Methods
Identifiers: *Project Follow Through
The purpose of the Follow Through Classroom Observation Evaluation was to assess the implementation of seven Follow Through sponsor models included in the study and to examine the relationships between classroom instructional processes and child outcomes. The seven programs selected for study include two behavioristic models, an open school model based upon English Infant School Theory, and three other models based on particular combinations of theory and practice drawn from Piaget, Dewey, and the English Infant Schools. To study sponsor implementation, two questions were asked: (1) are the individual models consistently implemented in accordance with the sponsor prestated philosophies and objectives? and (2) do meaningful differences as planned exist among the individual sponsor models; that is, have the planned variations actually been achieved? Another question asked is central to the primary objectives of the follow through evaluation: How are children affected by the different approaches within these planned educational programs? Four first- and third-grade classrooms were observed in 36 towns and cities. The projects included in the sample represented all geographic regions, urban and rural areas, and several racial and ethnic groups. The SRI Classroom Observation Instrument was employed to gather data about classroom environment and processes. It consists of five sections: (1) Classroom Summary Information; (2) Physical Environment Information; (3) Classroom Checklist; (4) Preamble, and (5) Five Minute Observation. The study concludes that what occurs within a classroom does contribute to achievement in basic skills, good attendance, and desired child behaviors. (DMT)

ED128094 95 PS008800
Arizona Center for Early Childhood Education, Final Report, 1966 - 1972.
Henderson, Ronald W.; And Others
Arizona Univ., Tucson. Arizona Center for Early Childhood Education.
Sponsoring Agency: National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.
Publ. Date: 72 Note: 46p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: *Compensatory Education Programs/ Cultural Disadvantagement/ Cultural Pluralism/ Disadvantaged Youth/ Dropout Rate/ *Early Childhood Education/ *Educational Disadvantagement/ Environmental Influences/ Ethnic Stereotypes/ Intellectual Development/ Intervention/ *Learning Processes/ Learning Readiness/ Low Achievement Factors/ *Mexican Americans/ *Minority Group Children/ Parent Participation/ Reading Readiness/ Role Models/ Socialization/ Social Reinforcement/ Teaching Models
Identifiers: Arizona Center for Early Childhood Education/ Project Follow Through/ *Tucson Early Education Model
The history and accomplishments of the Arizona Center for Early Childhood Education from its founding in 1966, as a component of the National Laboratory on Early Childhood Education, to its reorganization in 1972, as the Arizona Center for Educational Research and Development, are presented. The Arizona Center originated with a commitment to the systematic analysis, continued development, validation and modification of a new, existing program. The Tucson Early Education Model was a 3-year program on the intellectual development of young Mexican-American children, conducted in response to a high rate of school dropouts. A new educational program was evolved and gradually implemented in 68 classrooms, grades 1-3, in eight Tucson public schools. Four instructional goal areas were emphasized: (1) language development, (2) intellectual base, (3) motivational base, and (4) societal arts and skills. Initial research efforts of the Arizona Center attempted to study the effects of basic learning variables associated with the Tucson Early Education Model, such as modeling and discrimination. These studies later led to a formalized program of research, comprising three basic areas of study: (1) intellectual skills, (2) environmental influences, and (3) instructional methods and techniques. In the area of intellectual skills, sequential memory ability was shown to be influenced by stimuli grouping. In the environmental area, influences of socialization on intellectual performance were investigated. The concluding section, on research-practice interaction, covers curriculum evaluation, open classrooms, parent child training and models for educational decision making. (BF)

ED127051 RC009301

Brief History of Cherokee Schools 1801-1976.

DuPree, T. J.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Publ. Date: May 76 Note: 13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors: Academic Achievement/ Advisory Committees/ *American Indians/ Educational Objectives/ *Elementary Secondary Education/ Federal Legislation/ *Historical Reviews/ *Learning Disabilities/ National Norms/ Parent Participation/ *Program Descriptions/ Program Development/ *Remedial Instruction/ Special Education

Identifiers: Cherokees/ *Cherokee Schools/ DISTAR/ Englemann Becker Model/ PAC/ Policy Advisory Committees/ Project Follow Through

Presenting a brief history of Mississippi's Cherokee Schools (1804-1976), this article emphasizes the gradual implementation of innovative programs since 1970 under guidance by the Policy Advisory Committees (PAC which are composed of a majority of parents and a minority of professionals. Specifically, this article elaborates upon the educational objectives of four programs now operative in the Cherokee Schools. These programs are indentified as: (1) the follow-through (FT) Englemann-Becker Model (a K-3 program administered by PAC via a Bureau of Indian Affairs principal, a teacher supervisor, and a PAC-hired FT director utilizing the Direct Instructional System of Teaching and Remediation (DISTAR) materials and involving nongraded materials, departmentalization by class or group, parent involvement/participation in PAC and classrooms, etc.); (2) organization of a modified, nongraded, and departmentalized intermediate level to accomodate FT students; (3) Public Law 89-10 Title I Program (elementary and secondary remedial education in reading, math, language, learning disabilities, speech, hearing, and special education for the very slow learners); (4) Learning Disabilities Program (a Title VI diagnostic-prescriptive and training center). Statistics comparing the academic achievement of Cherokee Schools' students with national norms are also presented for 1970-1975. (JC)

ED127016 PS008711

Follow Through in Philadelphia.

Goldberg, Milton

Publ. Date: Apr 73 Note: 32p.; Paper presented at the Brookings Institution Panel on Social Experimentation Conference on Planned Variation Techniques (April 30 - May 1, 1973)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Community Resources/ *Compensatory Education Programs/ Curriculum Development/ Demonstration Programs/ *Disadvantaged Youth/ *Early Childhood Education/ *Elementary School Curriculum/ Kindergarten/ Kindergarten Children/ Parent Participation/ Parent School Relationship/ Preschool Education / *Program Evaluation

Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through/ *Project Head Start

This report discusses Philadelphia's Follow Through program placing the project in its historical context. Growing out of the curriculum reform movement of the fifties and sixties, as well as Project Head Start and the War on Poverty, the Follow Through program was an attempt to maintain and reinforce the gains made by low-income children in preschool programs, and to implement on a nationwide scale effective exemplary approaches to the education and development of young children. The Philadelphia Follow Through program began in 1968 with 1343 kindergarten pupils in 16 Philadelphia schools. Seven early childhood education models were used. Changes or modifications brought about by the program (in teacher aide hiring practices, curriculum, administrative support areas, professional roles and use of community agencies and resources) are discussed. Parent participation and community involvement were found to play a major role in all aspects of the program. Limitations of the project are discussed, and it is concluded that while Follow Through has had many positive effects, there are still areas in need of improvement. (MS)

ED126202 UD016171

A Study of the Bank Street Approach at the John J. Ryle School, Stamford, Connecticut.

Connecticut Univ., Storrs. Educational Resources and Development Center.

Publ. Date: Jun 75 Note: 111p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors: Academic Achievement/ *Curriculum Development/ Educational Programs/ Elementary Education/ *Individualized Instruction/ *Inner City/ Inservice Teacher Education/ Parent Attitudes/ *Primary Grades/ *Program Evaluation/ Self Concept/ Student Attitudes/ Student Teacher Relationship/ Teacher Attitudes/ Urban Education

Identifiers: *Connecticut (Stamford)/ Project Follow Through

For three years, beginning in September 1972, the Stamford Public Schools and Bank Street College have implemented the Bank Street Approach to Follow Through education in the Ryle school. During the 1974-75 school year, the Stamford Public Schools contracted with the Educational Resources and Development Center to perform an evaluation of the project. The basic questions for evaluation were: What effect has the Bank Street program had on the achievement levels of Ryle students? What are the attitudes of Ryle students toward school? What is their level of self-concept? What kind of classroom interaction occurs in the Ryle school? What are the attitudes of teachers toward the program? It was found that the implementation of the Bank Street Approach at Ryle School has been beneficial. There is evidence that students are achieving a year's academic growth in a year. The attitudes of all groups referent to Ryle School are very positive. Teachers and parents express very favorable attitudes toward the program and its continuation. Student self-concept and positive attitudes toward school are at least as high as a Connecticut state-wide sample. (Author/JM)

ED126181 95 UD016147

A New Lease on Education through Health and Nutrition Programs (San Diego, Texas).

Gordon, Edmund W.; And Others

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Grant No.: OEG-71-3946

Publ. Date: 72 Note: 38p.; For full report, see Ed 099 458; Part of the project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Bilingual Education/ Breakfast Programs/ Compensatory Education Programs/ Dental Clinics/ Disadvantaged Youth/ *Elementary Secondary Education/ *Extended School Day/ Extended School Year/ *Health Programs/ *Kindergarten/ Lunch Programs/ Medical Services/ *Nutrition/ Program Descriptions

Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Project Follow Through/ *Texas (San Diego)

This exemplary program in health and nutrition is designed to: eliminate the barriers to learning imposed by poverty and cultural isolation; increase the student's ability to learn; improve pupil health and attitudes; and, make the schools responsive to the social, economic, and cultural needs of the community. The program features an extensive, continuous medical and dental program, with part or all of the total cost borne by the schools; daily school meal program--breakfast, lunch, and dinner (one, two, or three meals provided free of charge if necessary); extended school program (longer days, summer program, preschool); and, bilingual Follow Through programs at primary school level (kindergarten to grade three). The San Diago program has resulted in: improved nutrition and health among school children (indicated by research results in National Nutrition Survey and subsequent testimony before U.S. Senate Select Committee on Nutrition and Human Needs); decreased absenteeism; increased pupil attentiveness; enthusiasm and classroom participation; increased number of high school graduates; higher college attendance, greater post-graduation job stability; and greater parent participation. (Author/JM)

ED126180 95 UD016146
Weikart Follow Through (Trinidad, Colorado).
Gordon, Edmund W.; And Others
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.
Grant No.: OEG-71-3946
Publ. Date: 72 Note: 48p.; For full report, see ED 099 458; Part of the project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Classroom Arrangement/ *Classroom Techniques/ Curriculum Development/ Disadvantaged Youth/ Economically Disadvantaged/ *Elementary Education/ Health Services/ *Individualized Instruction/ Instructional Staff/ *Kindergarten/ Nutrition/ Paraprofessional School Personnel/ Parent Participation/ Program Descriptions/ Staff Improvement
Identifiers: *Colorado (Trinidad)/ Elementary Secondary Education Act Title I/ ESEA Title I/ *Project Follow Through
The instructional part of Trinidad's follow Through program is based on the High Scope model developed by the High/Scope Educational Research Foundation, a nonprofit organization headed by Dr. David Weikart. Now in its second year, the program emphasizes the development of individualized conceptual competence. Certain kindergarten through grade three classes in two of the elementary schools participate in the program. One teacher and two paraprofessional aides direct each classroom. Individualized instruction or small heterogeneous groups characterize the learning situation. The curriculum integrates academic areas and selected commercial materials with Jean Piaget's five cognitive areas. Since Follow Through aspires to improve the totality of the learning experience, the Trinidad program also emphasizes parent involvement, paraprofessional career development, nutrition, and health. The researchers considered the program exemplary for several reasons. Most important, it has improved the educational experience for the children. Furthermore, the program provides teachers and aides with the training and support necessary for them to adapt to the project and to pursue its objectives. (Author/JM)

ED126153 95 TM005410
Children's Language Assessment--Situational Tasks.
Conrad, Eva E.; And Others
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Follow-Through.
Publ. Date: 20 Apr 76 Note: 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: *Child Language/ Elementary Education/ Language Patterns/ Language Skills *Language Tests/ *Response Style (Tests)/ *Situational Tests/ Speech Skills/ Tape Recordings/ Teacher Influence/ Vocabulary
Identifiers: *Childrens Language Assessment Situational Tasks/ CLA ST
The Children's Language Assessment-Situational Tasks (CLA-ST) was developed to collect language samples within a normally operating classroom. The language is taken on a cassette tape recorder, which is placed at the foot of a small table. At this table, in a committee setting, four children are engaged with a teacher in an activity similar to those they encounter daily. The CLA-ST is broken into three segments: the first, with their own classroom teacher, utilizes a "mystery bag" containing 27 common household objects (15 minutes); the second, with a new adult (a staff research assistant), uses a set of eight picture cards that have no set solution (15 minutes); in the third, the children are left alone (five minutes), with the tape recorder running, while the adult excuses herself briefly. These three segments are intended to get different perspectives on children's language development. The first should resemble very closely children's typical use of language in the classroom. The second segment assesses whether their language style is modified in the presence of an unfamiliar adult. The third segment seeks to simulate other studies of natural language, and the children are left alone with the cards and the tape recorder running. The tapes are returned to the Arizona Center for transcription and analysis. The information is broken down into free flow format which identifies teacher and child output. These are then submitted to an analysis for basic language dimensions. (Author/DEP)

ED126125 95 TM005381
The Behavior Analysis Follow Through Evaluation Strategy: A Multifaceted Approach.
Green, Dan S.; And Others
International Federation on Ageing, Washington, D.C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G-00750226; OEG-9-8-922422-4433
Publ. Date: Apr 76 Note: 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Academic Achievement/ Achievement Tests/ Classroom Observation Techniques/ Comparative Testing/ Compensatory Education Programs/ Computer Oriented Programs/ *Disadvantaged Youth/ *Early Childhood Education/ Educational Innovation/ *Evaluation Methods/ Federal Programs/ *Intervention/ Models/ Participant Satisfaction/ Program Development/ Program Effectiveness/ *Program Evaluation/ Standardized Tests/ Surveys
Identifiers: *Behavior Analysis/ *Project Follow Through
The Behavior Analysis (BA) approach to Project Follow Through, a federally funded education intervention program, has reversed the trend of academic failure of poor children by improving the educational experience of poor children from 12 communities in the urban East, Midwest, rural South, and on Indian reservations in the West. The BA model is supported by a multifaceted evaluation strategy predicated on four systematic process and outcome evaluation techniques. Each serves a unique function, is used on a continuous and regular basis, and is designed to compliment the others. The first strategy, continuous progress assessment, is a computer-based system for monitoring the weekly academic progress of each child and classroom toward prescribed year-end curriculum goals. The second evaluation technique is the annual testing of BA children and a comparable sample of non-BA children on a standardized achievement test. The third strategy calls for regular formal and informal observations of the classroom which allows the determination of possible needs for additional and/or specialized training of the classroom staff. The fourth evaluation measure is a survey of consumer satisfaction of the program and its effects which provides a measure of the social validity of the program. (Author)

ED125775 PS008682
Comparing Curricular Models in Project Follow Through from Kindergarten to Third Grade.
Fenb, Thomas; And Others
Abt Associates, Inc. Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-75-0134
Publ. Date: 23 Apr 76 Note: 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Academic Achievement/ Affective Tests/ Comparative Analysis/ *Curriculum Research/ Discovery Learning / *Early Childhood Education/ Open Education/ Parent Attitudes / *Preschool Programs/ Problem Solving/ Programed Instruction/ *Program Evaluation/ *Symposia/ Teacher Attitudes
Identifiers: *Project Follow Through
This symposium compares the third grade outcome profiles of Follow Through curricular models classified on the basis of their theoretical underpinnings as (1) behaviorally programed, (2) cognitive-discovery, or (3) open classroom. Outcome profiles are presented for academic tests, conceptual problem-solving, and selected affective measures, and curricular differences in parent and teacher attitudes are also reported. In addition, the extent to which similar models differ, the significance of site-to-site variations, and the analytic issues involved in comparing the various models are discussed. (JMB)

ED125750 PS008602

Florida Parent Education Program. Program Summary.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Nov 71 Note: 6p.; For related documents, see PS 008 592-603

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors: Administration/ Costs/ Early Childhood Education/ *Home Visits/ Instructional Materials/ Learning Activities/ Objectives/ *Parent Education/ *Parent Participation/ *Primary Education/ Professional Training/ *Program Descriptions/ Program Development/ Program Evaluation

Identifiers: *Florida Parent Education Program/ Gordon (Ira) / *Project Follow Through/ University of Florida

This document is the eleventh in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The program described here is the Florida Parent Education program developed by Ira Gordon of the Institute for Development of Human Resources at the University of Florida in Gainesville. The Florida Parent Education Program is a Follow Through model which serves children in grades K-3. The major thrust of the program is to help parents acquire some home teaching competencies that will improve their children's intellectual behavior, self-esteem, and motivation. The Florida program hires and trains community people to work as parent educators who in turn make weekly home visits to teach parents skills to use at home with their children. Included in the program description are brief outlines of: (1) goals and objectives, (2) content and materials, (3) classroom activities, (4) parent involvement, (5) professional and paraprofessional training, (6) administrative requirements and costs, (7) program development and evaluation, and (8) program history and present (1971) status. (JMB)

ED125745 PS008597

The Interdependent Learning Model. Program Summary.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; New York Univ., N.Y. Inst. for Developmental Studies.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Nov 71 Note: 6p.; For related documents, see PS 008 592-603

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors: Administration/ Costs/ Early Childhood Education/ *Educational Games/ Instructional Materials/ *Learning Activities/ *Low Income Groups/ Objectives/ *Primary Education/ Professional Training/ *Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation

Identifiers: Interdependent Learning Model/ New York University/ *Project Follow Through

This document is the sixth in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The program described here is the Interdependent Learning Model located at the Institute for Developmental Studies at New York University in New York City. The Interdependent Learning Model is designed to help low-income children in kindergarten through third grade Follow Through classes acquire learning skills, especially social and communication skills. The basic feature of the model is the Transactional Instructional Games which can be adapted for use with any curriculum or standard text. Included in the program description are brief outlines of: (1) goals and objectives, (2) content and materials, (3) classroom activities, (4) parent involvement, (5) professional and paraprofessional training, (6) administrative requirements and costs, (7) program development and evaluation, and (8) program history and present (1971) status. (JMB)

ED125744 PS008596

Tucson Early Education Model. Program Report.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Nov 71 Note: 22p.; For related documents, see PS 008 592-603

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors: Administration/ Costs/ *Early Childhood Education/ Instructional Materials/ *Language Development/ Learning Activities/ *Learning Motivation/ Objectives/ *Preschool Programs/ Professional Training/ *Program Descriptions/ Program Development

Identifiers: TEEM/ *Tucson Early Education Model/ University of Arizona

This document is the fifth in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The program described here is the Tucson Early Education Model (TEEM) located at the University of Arizona. The model is designed for Head Start programs and kindergarten through third grade Follow Through classes. Its objectives include language development, learning-to-learn skills, motivation, and social and academic skills. The instructional approach is based on activities which combine learnings from different subject areas. Children work in small heterogeneous groups, and although most activities are assigned, there is a free choice period each day. Included in the program are brief outlines of: (1) goals and objectives, (2) content and materials, (3) classroom activities, (4) parent involvement, (5) professional and paraprofessional training, (6) administrative requirements and costs, (7) program development and evaluation, and (8) program history and present (1971) status. (JMB)

ED124081 UD016141

Ira Gordon Follow Through (Richmond, Virginia).

Gordon, Edmund W.; And Others

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.

Grant No.: OEG-71-3946

Publ. Date: 72 Note: 34p.; For full report, see ED 099 458; Part of project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Enrichment Programs/ Grade 1/ Grade 2/ Grade 3/ Home Visits/ *Intervention/ Kindergarten/ Low Income/ Negro Students/ *Paraprofessional School Personnel/ *Parent School Relationship/ *Parent Teacher Cooperation/ *Primary Grades/ Program Descriptions/ Urban Schools

Identifiers: Educational Opportunity Act Title II/ Follow Through Program/ *Virginia (Richmond)

The Richmond, Virginia Follow Through program is currently in its sixth year of operation in grades kindergarten to three in 12 urban schools. Funded primarily by Educational Opportunity Act Title II funds, the program serves a student population in which the majority of pupils are black and 50 percent are from poor families. The program seeks to improve the learning ability of the child and the education and participation of the parent through a continuous program in which both home and school are integral parts of a single unit. The program provides educational, social and cultural experiences for the child and his family so that the entire environment becomes more conducive to learning. This is done through several methods: the institution of a new kind of paraprofessional, the parent educator, into the classroom; weekly home visits in which the parent educator collaborates with the parent on an educational task program for the child; field trips for parents and children; the fostering and encouragement of an active Parent Advisory Committee; on extensive, continuous in-service training program; and a multi-level educational component. This program is found to be exemplary for several reasons. (Author/JM)

ED124669 UD016120
Summer Study: A Two Part Investigation of the Impact of Exposure to Schooling on Achievement Growth.
David, Jane Lisa
Huron Inst., Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-72-0718
Publ. Date: 74 Note: 184p.; Doctoral Dissertation, Harvard University Graduate School of Education
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors: Academic Achievement/ *Achievement Gains/ Achievement Rating/ *Compensatory Education Programs/ Disadvantaged Youth/ Doctoral Theses/ Elementary Education/ *Evaluation/ *Growth Patterns/ *Minority Group Children/ Success Factors/ Summer Programs
Identifiers: Follow Through Program/ *Pennsylvania (Philadelphia)
This thesis is composed of two studies which look at the impact of exposure to schooling on achievement growth of children. Both use data from the National Follow Through Evaluation. The first study investigates the hypothesis that the difference in achievement growth between poor and non-poor children is greater during the summer months than during the school year. This hypothesis is studied with achievement test and background data on approximately 1000 children in kindergarten through second grades from Philadelphia. The data are analyzed in three ways, and the three analyses are seen to produce roughly the same pattern of results. Under each approach, the first grade results provide strong support for the hypothesis, while the second grade results provide moderate support, with kindergarten results being inconclusive. The second study involves an analysis of data from a small experiment designed to test the hypothesis that participation in a summer program increases achievement growth and that this increase is maintained throughout the following school year. The findings from three of the four programs used are quite similar and indicate that the programs do have a substantial short term effect on achievement, and that a portion of this effect is maintained throughout the following school year. (Author/AM)

ED124610 UD016057
The Follow Through Program, 1971-72 Regular and 1972 Summer School Terms. Consolidated Program Information Report.
Jessee, Ronald N.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.: NCES-75-309D
Publ. Date: 75 Note: 5p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Compensatory Education Programs/ *Educational Finance/ Federal Programs/ Instructional Staff/ *Instructional Student Costs/ Low Income Groups/ Minority Group Children/ *Operating Expenses/ Preschool Programs/ *Program Budgeting/ Program Costs/ Services/ Statistical Data
Identifiers: Consolidated Program Information Report/ CPIR/ *Follow Through Program
The Consolidated Program Information Report (CPIR) provides statistical information about federal educational programs at the local level. The Follow Through Program, designed to follow through on the educational gains made by children from low income families in preschool programs such as Head Start, is one of the federal programs for which CPIR collected data for the 1971-72 regular and 1972 summer terms. These data focus on the characteristics of the children who participated, the total staff involved, and all expenditures incurred in the operation of this federal program by local school districts. The 150 agencies sponsoring this program originally contacted in the survey include local education agencies, multi-district agencies, and the Bureau of Indian Affairs. A total of $2,293,000 is spent for pre-service and in-service training for 8,300 staff members assigned to Follow Through. The various types of training include orientation sessions, workshops, and college credit courses. Approximately 60,400 children are reported as participating. Nearly all (96 percent) come from public schools. The Follow Through Program provides comprehensive educative services and supporting services. Total expenditures, distributed by type of service or activity are provided in tabular form. Approximately 95 percent (142) of those agencies contacted responded to the survey. (Author/AM)

ED124583 95 TM005339
The Effects of Attrition on the National Evaluation of Follow Through.
Proper, Elizabeth C.; St. Pierre, Robert G.
Abt Associates, Inc. Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Apr 76 Note: 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Compensatory Education Programs/ *Control Groups/ Disadvantaged Youth/ Early Childhood Education/ *Experimental Groups/ Family Background/ Federal Programs/ *Longitudinal Studies/ National Programs/ *Program Evaluation/ *Research Problems/ Statistical Analysis/ Student Characteristics
Identifiers: *Attrition/ Project Follow Through
Follow Through is a longitudinal program instituted by the U.S. Office of Education in which a variety of curriculum models have been implemented in a number of locations nationwide. Because services are provided from kindergarten through third grade, many children enter and leave the program at points not coterminous with the treatment itself. The purpose of this study was to assess the effects of attrition on the national Follow Through evaluation. Relationships between child characteristics such as ethnicity, sex, family income, and mother's education and attrition group membership were investigated to determine whether the findings of the major analysis should be qualified. (Author)

ED124523 95 SP010114
Effects of Tutor Training, Achievement, and Expectancies on Process and Product Peer Tutoring Variables. Research Summary.
Conrad, Eva E.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 76 Note: 8p.; Summary accompanying a presentation at Section 4.06 of the 1976 Annual Conference of the American Educational Research Association
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Cross Age Teaching/ Grade 1/ Grade 2/ High Achievers/ Individual Instruction/ Low Achievers/ Open Plan Schools/ *Peer Teaching/ Performance Criteria/ Primary Education/ Training/ *Tutorial Programs/ *Tutoring
Identifiers: Arizona (Tucson)/ TEEM Follow Through Program/ Tucson Early Education Model
Open classroom systems frequently use peer tutoring techniques as a means of individualizing instruction. This study investigated the effects of three variables on tutor and tutee performance: (1) the achievement level of the tutor; (2) brief tutor training in reinforcement and corrective feedback procedures; and (3) tutor expectancy about tutee performance. One hundred and twelve first graders were randomly selected to serve as tutees. Results indicated that both tutors and tutees learned a significant number of words. This positive effect was more pronounced for low achievers than for high achievers. Training of tutors significantly increased the pretest to posttest gains for both tutors and tutees. Peer tutoring guidelines that can be generated from this research include: (1) all children in a class, regardless of achievement level, should be selected to serve in the tutoring role; (2) brief tutor training in basic reinforcement and corrective feedback procedures is essential to an effective peer-tutoring program; and (3) expectancies about tutees' performance may result in less biased teaching behavior by peer tutors than by adult tutors. (SK)

ED124283 PS008627
Principles of Implementation: The Lessons of Follow Through.
Beers, C. David
Nero and Associates, Inc., Portland, Oreg.; Portland State Univ., Oreg. School of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-73-5256; SB0208(A)-73-C-107
Publ. Date: Apr 76 Note: 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Consultation Programs/ *Data Collection/ *Educational Innovation/ Intervention/ *Primary Education/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Research Methodology
Identifiers: *Project Follow Through
This paper reviews some major lessons learned by participants in the Follow Through programs about the process of implementing innovative educational programs and outlines how these lessons were recorded and formulated for use by others. Using a perspective and method derived from anthropology and oral history these program aspects are described: parent participation, sponsorship, planned variation within the program, research and development, and trust and cooperation among sponsors, directors and teachers;. Research procedures included data collection methods and organization of data. Data included taped interviews, and notes taken during field visits, group seminars and interviews. (Author/SB)

ED123292 UD016003

The Columbia Classroom Environments Project...Final Progress Report, February 1973.

Grannis, Joseph C.

Columbia Univ., New York, N.Y. Inst. for Pedagogical Studies.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Contract No.: OEC-0-71-0593

Publ. Date: Feb 73 Note: 170p.; For related progress reports, see UD 015 999-016 002; This document is available only in microfiche due to the print quality of the original

Available from: Inst. of Pedagogical Studies, Teachers College, Columbia University, New York, New York 10027 (Price not quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors: Annual Reports/ Behavior Patterns/ Behavior Rating Scales/ *Classroom Environment/ *Classroom Observation Techniques/ Compensatory Education Programs/ Elementary Education/ *Evaluation Criteria/ *Measurement Techniques/ Program Evaluation/ Role Theory/ Social Structure/ Student Role/ *Student Teacher Relationship/ Teacher Role

Identifiers: *Columbia Classroom Environments Project

The study reported in the first part had two major goals: the construction of a pupil role interview schedule and the use of this interview to measure the influence of different programs in Project Follow Through on pupil role development. The second part of this report concerns a content analysis done by the Columbia Classroom Environments Project (CCEP) on the interviews of 480 children in the Pupil Role Interview Study during the spring, summer, and fall of 1972. The third part of this report argues that any variable element of the educational environment, be it the initiation of interactions, physical movement, the selection of topics, or any other, can be construed as controlled by the teacher, controlled by the teacher and learner jointly, or controlled by the learner, at or over intervals of time. It is further argued that congruence in the control of the various elements of the educational environment at a given time contributes to the realization of objectives and that teacher controls, joint teacher and learner controls, and learner controls, are each more appropriate for a different category of educational objecti es. (Author/JM)

ED123291 UD016002

The Columbia Classroom Environment Project...Fifth Progress Report, May 1972.

Grannis, Joseph C.

Columbia Univ., New York, N.Y. Inst. for Pedagogical Studies.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Contract No.: OEC-0-71-0593

Publ. Date: May 72 Note: 567p.; For related progress reports, see UD 015 999-016 003; Not available in hard copy due to print quality of original

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors: Annual Reports/ Behavior Patterns/ Behavior Rating Scales/ *Classroom Environment/ *Classroom Observation Techniques/ Compensatory Education Programs/ Elementary Education/ *Evaluation Criteria/ *Measurement Techniques/ Program Evaluation/ Role Theory/ Social Structure/ Student Role/ *Student Teacher Relationship/ Teacher Role

Identifiers: *Columbia Classroom Environments Project

This report is organized into seven chapters. Chapter One, an Introduction by Joseph C. Grannis, includes the most relevant sections of the proposal made by the Columbia Classroom Environments Project (CCEP) to Project Follow Through in August 1970. Chapter Two is an Analysis of the Child Behavior Stream Observations from the Spring 1971 Study of Four Programs by Joseph C. Grannis and David E. Jackson. Rochelle Mayer's and Elaine Casey's Progress Report of BORIS Observations is included in Chapter Three. BORIS is a child-based observation scheme which is designed to obtain information about a child's pattern of interactions with teachers, peers, and materials. Chapter Four is a discussion of Involvement Ratings in Settings by Michael Greene and Fay Logan. Chapter Five is an Analysis of the Spring Behavior Stream Data of Teachers by Sally Kaminsky and Frances Aversa. An analysis of the CCEP 1971 Social Context Data by Walter Furman and Peter Shaw is included in Chapter Six. Chapter Seven is a discussion by Joseph B. Roberts, Nancy Gropper, Leonard, and Carole Oligario on Research Procedures in the Pupil Role Interview Study. (JM)

ED123288 UD015999
The Columbia Classroom Environment Project...Second Progress Report, February 1971.
Grannis, Joseph C.
Columbia Univ., New York, N.Y. Inst. for Pedagogical Studies.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Contract No.: OEC-0-71-0593
Publ. Date: Feb 71 Note: 172p.; For related progress reports, see UD 016 000 - 003; this document is available only in microfiche due to the print quality of the original document
Available from: Inst. of Pedagogical Studies, Teachers College, Columbia University, New York, New York 10027 (Price not quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors: Annual Reports/ Behavior Patterns/ Behavior Rating Scales/ *Classroom Environment/ *Classroom Observation Techniques/ Compensatory Education Programs/ Elementary Education/ *Evaluation Criteria/ *Measurement Techniques/ Role Theory/ Social Structure/ Student Role/ *Student Teacher Relationship/ Teacher Role
Identifiers: *Columbia Classroom Environments Project
This report discusses the Columbia Classroom Environments Project Autonomy in Learning An Exploration of Pupils' and Teachers' Roles in Different Classroom Environments to develop Criteria and Procedures for Evaluation in Project Follow Through. The report begins with a discussion of a set of matrices which combine all of the behavior code categories which have been used in the research up to the time of this report. The construction of the matrices involved much working back and forth between the matrices and the pilot study data. This process and the evaluation of the matrices are on-going. The report first discusses the general structure of behavior in learning environments, suggesting some of the basic assumptions and hypotheses of the set of matrices and illustrating for each of the predicted locations of the four types of classrooms which it was planned to observe in spring 1971 in terms of the pilot observations made in fall 1970. Next, some of the argument up to this point as it bears on the definition and construct validity of autonomy is summarized. Third, the intra-individual consistency of children's behavior will be related to their inter-individual consistency, in terms of the pilot observations. Finally, the decisions which were made about the conduct of the spring observations are discussed. (Author/JM)

ED123284 95 UD015995
An Evaluation of the Follow Through Program in Philadelphia, 1971-72. Volume II. Pupils Achievement Characteristics.
McNamara, Thomas
Philadelphia School District, Pa. Office of Research and Evaluation.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: FTR-7223(B)
Grant No.: OEG-0-8-522481-4649
Publ. Date: Nov 72 Note: 272p.; For Volume I of the report, see UD 015 994; parts of the material in the appendices may not reproduce clearly due to print quality of the original document
EDRS Price MF-$0.83 HC-$14.05 Plus Postage
Descriptors: Academic Achievement/ Behavior Development/ Comparative Analysis/ *Cross Sectional Studies/ Elementary Education/ Kindergarten/ *Longitudinal Studies/ Models/ Process Education/ *Program Evaluation/ Standardized Tests/ Teaching Methods/ Teaching Techniques
Identifiers: *Pennsylvania (Philadelphia)/ Project Follow Through
This report considers the effectiveness of the Follow Through Program as manifested in performance on the Philadelphia City-wide tests, spring 1972. Kindergarten students received the Stanford Early School Achievement Test Level I; First and second grade students received the Metropolitan Achievement Test; Primary II respectively; and third grade students received the Iowa Tests of Basic Skills, Level A. The analysis in Part I, the cross-sectional view, revealed that the total program seems to be most effective in the first grade areas of total mathematics and reading. District groupings of Follow Through schools often show higher performance than their respective districts. District I groupings (equivalent to the Philadelphia Process Model) and District 4 groupings (solely Behavior Analysis Model schools but only two of the three schools in this model) appear to show this contrast more often than the other district groupings. However, these districts' groupings are homogeneous model-wise, in contrast to the District 2 and 5 groupings. The quasi-longitudinal view produced results in a pattern similar to the cross-sectional view, but demonstrates still higher performance, and seems to provide some initial evidence for a positive continuance-achievement relationship in the program. (Author/JM)

ED123283 95 UD015994
An Evaluation of the Follow Through Program in Philadelphia, 1971-1972. Volume I. Programs Personnel's and Parents' Perceptions of the Program.
McNamara, Thomas; And Others
Philadelphia School District, Pa. Office of Research and Evaluation.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: FTR-7223(A)
Grant No.: OEG-0-8-522481-4649
Publ. Date: Nov 72 Note: 109p.; For Volume II of the report, see UD 015 995; parts of the material in the appendices may not reproduce clearly due to print quality of the original document
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors: Academic Achievement/ Administrator Attitudes/ *Annual Reports/ Elementary Education/ Individual Development/ Kindergarten/ Paraprofessional School Personnel/ *Parent Attitudes/ Program Administration/ *Program Evaluation/ Pupil Personnel Services/ Student Characteristics/ *Teacher Attitudes
Identifiers: *Pennsylvania (Philadelphia)/ Project Follow Through
Local evaluation of the Follow Through Program in Philadelphia 1971-72 set itself the task of filling in those areas in earlier evaluations which it had not had time to devote itself to. A comprehensive study was made of program personnel and parents' perceptions of the Follow Through Program and of Follow Through pupils performance on city-wide standardized tests. It is concluded that all levels of program personnel and parents seem to be highly convinced that the program should continue. A considerable number of suggestions for modifications in policies and procedures among upper level personnel focus on changes in and/or combinations of models or model components, better federal and sponsor support, and better evaluation efforts at all levels. There seems to be agreement overall that the program has a positive effect on pupil attitude and attendance. With respect to the program's effectiveness in subject matter areas, all levels of program personnel and parents seem to indicate fairly high satisfaction in all areas except science and social studies. All levels of program personnel seem to welcome parent involvement. There seems to be very good implementation throughout the program of the special supportive services aspect. (Author/JM)

ED122357 CS008086
Applying Organizational Development Techniques to In-Service Education.
Naumann-Etienne, Maren; Todd, J. Williams
Publ. Date: 23 Apr 76 Note: 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Elementary Secondary Education/ Evaluation/ *Feedback/ Group Activities/ *Inservice Teacher Education/ Needs Assessment/ *Organizational Development/ Program Descriptions/ School Systems/ Surveys/ Teacher Attitudes/ Teacher Participation
An attempt to develop a long-range, comprehensive approach to inservice education in a mid-western school system is described. A five-step sequence of activities was followed: (1) relationship building with administrators, a representative teacher group, and students; (2) diagnosis of system needs through site visitations; (3) survey of teacher concerns relative to areas identified during the site visits; (4) survey of program priorities of teachers; and (5) feedback of results for final program planning. It is suggested that organizational development techniques, in combination with inservice program planning, will establish greater willingness among system members to follow through on program recommendations, thus generating more opportunities for system self-renewal than conventional "shot-in-the-arm" approaches. As descriptions of data feedback with school staffs are lacking in the literature, the case presents a detailed account of a data-based meeting with administrators and a representative group. (Author)

ED121990 CE006748
Incentives and Disincentives in the Work Incentive Program: Final Report.
Hickenson, Earl; And Others
InterStudy, Minneapolis, Minn.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.: DLMA-51-27-73-09
Publ. Date: 15 Mar 76 Note: 353p.; Prepared by the Welfare Policy Div.
Available from: National Technical Information Service, Springfield, Virginia 22161 (No price given)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors: *Disadvantaged Groups/ Employment Opportunities / Employment Potential/ *Employment Programs/ Females/ Followup Studies/ *Incentive Systems/ Males/ Manpower Development/ Manpower Utilization/ *Participant Characteristics/ *Program Effectiveness/ Socioeconomic Influences/ Statistical Analysis/ Success Factors/ Tables (Data)/ Welfare Recipients/ Work Attitudes
Identifiers: WIN/ *Work Incentive Program
Research identifying the differences, and the relative importance of those differences, between successful and unsuccessful participants in the work incentive (WIN) Program is presented in terms of both successful employment at termination from WIN and employment after WIN participation. Over 800 former and current WIN 1 and 2 participants in Ramsey County (St. Paul), Minnesota were interviewed regarding their socioeconomic and demographic characteristics, attitudes towards work and welfare, and knowledge and understanding regarding penalties and rewards associated with WIN and related Aid to Families with Dependent Children (AFDC) policies and programs. The main test, 76 pages, describes the study, and its findings, conclusions, and recommendations in a summary fashion for the nontechnical reader, with two chapters and highlights. Appended material, 248 pages, presents comprehensive technical treatment of the study data for readers interested in a more indepth understanding of the project and its findings, with 129 statistical tables included. Results indicate job success at WIN termination seemed to bear a strong relationship to the employment success of WIN clients at Followup: the WIN program should follow through with clients, as much as possible, to achieve successful termination by assisting with job placement. (Author/LH)

ED121922 UD015983
Evaluation of the ESEA Title I program of the Public Schools of the District of Columbia, 1974-75. Final Evaluation Report.
IBEX, Inc., Durham, N.C.; Littlejohn (Roy) Associates, Inc., Washington, D.C.
Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Publ. Date: 75 Note: 91p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: *Annual Reports/ Elementary Secondary Education / Learning Laboratories/ Nonpublic School Aid/ Program Administration/ *Program Evaluation/ Remedial Instruction/ Special Education/ *Student Characteristics/ Summer Programs/ Teacher Influence/ Vocational Development
Identifiers: *District of Columbia/ Elementary Secondary Education Act Title I/ ESEA Title I
The target population served by the FY. 1975 Elementary Secondary Education Act Title I Program included approximately 17,000 public elementary and secondary school children in the first second, third and seventh grades. In the eligible nonpublic schools, approximately 800 students were eligible in grades one through eight. The total learning concept was implemented through the Total Learning Center Program in all designed Title I public schools. In 1974-75, there were four elements in the program: the Competitive Partnership Program, the Affective Component, the Enrichment Experiences Program, and the Summer Program. During the regular school year, the students from private schools identified for the 1974-75 nonpublic school program were served at their own schools by reading and mathematics resource teachers and educational aides. In the summer a Total Learning Center Program operated for six weeks. A learning center approach in five elementary centers was used to provide a variety of learning settings for special education children. The Title I Comprehensive Program operated three career development projects. Two community schools housed centers for homework, remedial assistance, and informal education. For young children, the national Follow Through program for children in the primary grades was conducted at two schools. (Author/JM)

ED121807 TM005235
Cost Analysis of Follow Through Projects: A Description of Metrodology.
Rogers, Donald D.; Flynn, Donald L.
Publ. Date: Apr 76 Note: 79p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: Budgeting/ *Cost Effectiveness/ *Early Childhood Education/ *Methods/ *Models/ Questionnaires/ *Resource Allocations
Identifiers: *Project Follow Through
The methodology which will be employed by RMC Research to determine the costs associated with the implementation of 20 different Follow Through models is described. This methodology, a resource costing procedure, differs substantially from those costing methodologies which utilize budget reports as the primary data source. Resource costing utilizes standard costs to assign dollar costs to quantities of resources consumed. Since RMC Research is pioneering the application of these procedures in educational environments, this paper is the most recent documentation of the state-of-the-art of resource-costing methodology. The project director questionnaire, school questionnaire, and teacher questionnaire are included. (Author/RC)

ED121803 TM005225
Kindergarten--Fun and Cares or Readiness for First Grade: A Comparison of Seven Kindergarten Curricula.
Lyslak, Fae; Evans, Charles L.
Publ. Date: Mar 76 Note: 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: Caucasian Students/ *Comparative Analysis/ *Curriculum Evaluation/ Disadvantaged Youth/ Early Childhood Education/ Ethnic Groups/ *Kindergarten/ Kindergarten Children / Mexican Americans/ Negro Students/ *Preschool Curriculum/ *Program Effectiveness/ Program Evaluation/ School Districts/ School Readiness Tests/ School Schedules/ Socioeconomic Status / Student Evaluation/ Test Results
Identifiers: *Fort Worth Independent School District/ Texas (Fort Worth)
Results from this two-year study of seven kindergarten curricula in 1973-74 support the hypothesis that structured programs produce greater cognitive gains for disadvantaged children. The study also suggests that a structured program may be more beneficial for high socioeconomic children. The six curricula described and evaluated are: Lippincott's Beginning Program, Alpha Time, Getting a Head Start, Follow Through Model, Regular Kindergarten Program (Fort Worth Independent School District), and Bilingual Model. The Lippincott's Beginning to Read, Write, and Listen Program (a highly structured language-based program) was found to be most effective for low socioeconomic status (SES), high SES, and Anglo and black children. Program effects were similar for middle SES children in the four curricula examined. The effects of half-day vs full-day sessions were not supportive of full-day programs for middle SES children either year. High SES students were not in full-day programs the first year of this study: however, the second year of this study full-day programs were found to be more advantageous to high SES children in the Lippincott curricula and the Fort Worth Independent School District continuum. The first year evaluation supported full-day programs for low SES children. Only full-day programs were provided for low SES children during the second year of this study. (Author/DEP)

ED121708 95 SP009855
Community Involvement in Teacher Education: A Study of the Models.
Masla, John A.; Royster, Preston M., Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Publ. Date: Feb 76 Note: 93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: *Community Involvement/ *Educational Programs/ Models/ *Parent Participation/ *Program Descriptions/ *Teacher Education
Identifiers: Community School Concept/ Home School Institute / Project Follow Through/ Teacher Corps/ Urban Rural School Development Program
The author states in the opening pages of this paper that community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. The paper reviews some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. There are discussions of a number of models as typified by selected programs, followed by program descriptions by representatives of the respective programs. The models under consideration are (1) Teacher Corps; (2) Urban/Rural School Development Program; (3) Follow Through Program; (4) Community School Concept (Mott Foundation); and (5) The Home School Institute (Trinity College). A community component matrix is utilized as a guide for study and consideration. The paper ends with the author's conclusions and recommendations. (JA)

ED121444 95 PS008497
Monitoring Staff Performance: A Plan for Quality Control in Project Follow Through.
Jackson, Donald A.; Bushell, Don, Jr.
Kansas Univ., Lawrence.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-8-522422-4433; OEG-00750226
Publ. Date: Sep 75 Note: 36p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago Illinois, August 30-September 3, 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: *Compensatory Education Programs/ Demonstrations (Educational)/ *Elementary Education/ Evaluation Methods/ Feedback/ Individualized Instruction/ Instructional Programs/ Instructional Staff/ Motivation Techniques/ *Performance Criteria/ Performance Specifications/ Programed Instruction/ Student Evaluation/ Teacher Behavior/ *Teaching Methods/ *Training Techniques
Identifiers: *Behavior Analysis Follow Through/ Project Follow Through
This report describes a staff training and performance monitoring system for elementary school teachers, teacher aides, and parent aides participating in the Behavior Analysis Follow Through (B.A.) compensatory education program. The B.A. model involves the use of additional staff, individualized instruction, programmed curriculum materials, and a token motivation system. The steps involved in the training-monitoring sequence are: (1) providing a rationale for desired performance, (2) modeling of the described behavior, and (3) providing the trainee with adequate verbal feedback and praise. Demonstration and training classes, as well as training manuals are provided for the training period. Trainers establish a schedule of classroom monitoring to assure continuing maintenance of program objectives. Data are presented which indicate that: (1) the staff training procedures are successful, (2) student performance covaries with relative adherance to the classroom model, (3) the instructional model is replicated across project sites and grade levels, and (4) the teacher training and support system are acceptable to school personnel. (Author/BRT)

ED120238 95 TM005187
Follow Through: Testing One Model of Evaluation and Several Models of Compensation.
Anderson, Richard B.
Abt Associates, Inc. Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Apr 76 Note: 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Charts may be of marginal legibility due to poor reproducibility of original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Achievement Gains/ Achievement Tests/ Comparative Analysis/ *Compensatory Education Programs/ Data Analysis/ *Disadvantaged Youth/ *Early Childhood Education/ Intervention/ Mathematics/ National Norms/ Program Effectiveness/ *Program Evaluation/ Reading/ *Research Methodology/ Spelling Test Results/ Validity
Identifiers: Metropolitan Achievement Tests/ *Project Follow Through
The Follow Through experience is beginning to provide compelling evidence bearing upon important policy issues in compensatory education. This evidence, coming as it does from a naturalistic quasi-experiment, cannot draw its plausibility from the conventional statistical inference appropriate to probabilistically-constructed true experiments. The latest Follow Through results illustrate how appropriate cross-validity analytic techniques can yield convincing patterns of accomplishment by diverse "sponsors" who have implemented their programs in various settings. (Author)

ED119302 EA007929
Successful School Administration: The Characteristics of Competence in 1976.
Bell, T. H.
Publ. Date: 20 Feb 76 Note: 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *Administrative Personnel/ *Administrative Principles/ *Administrator Characteristics/ *Educational Administration/ Elementary Secondary Education/ School Community Relationship
Competent school administrators should keep up-to-date on areas of information relating to their field and might find useful the following 12 most important elements in a performance accountability code for school executives: strive for fair and equitable treatment of the staff; make competence and performance the key to promotion; make decisions without undue delay; be consistent and do not vacillate; delegate responsibility and support those to whom you delegate; be understood; keep your word; find time to show concern for misfortune, to commend excellence, and to offer encouragement during stress and difficulty; be warm and human and operate with the smallest possible ego; follow through and remember significant details; admit your errors; and hear all sides when a big decision is coming up. Perhaps the most crucial test of a superintendent's competence today is his or her ability to resolve issues in the face of hostility ranging from innuendo to threats of physical violence. There are three steps that can be taken to cope with hostility. (Author/IRT)

ED114029 TM005121
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-11974.
Goodwin, Judith
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.: R-7604
Publ. Date: Jul 75 Note: 25p.; For a related document, see ED 074 134, 084 276 and 104 550
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Academic Achievement/ Achievement Gains/ Ancillary Services/ Attendance/ Comparative Analysis/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Faculty Mobility/ Models/ Parent Participation/ *Program Evaluation/ Student Mobility/ Summative Evaluation
Identifiers: Pennsylvania (Philadelphia)/ *Project Follow Through
This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas. (Author/DEP)

ED114587 TM005070
Follow Through: Lessons Learned from Its Evaluation and Need to Improve Its Administration. Report to the Congress by the Comptroller General of the United States.
Comptroller General of the U.S., Washington, D.C.
Report No.: MWD-75-34
Publ. Date: 7 Oct 75 Note: 65p.
Available from: U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (MWD-75-34, $1.00, do not send cash)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors: Disadvantaged Youth/ *Early Childhood Education / *Experimental Programs/ Federal Programs/ *Low Income Groups / Program Administration/ Program Effectiveness/ *Program Evaluation/ *Program Improvement
Identifiers: *Project Follow Through
This report points out that although Follow Through, an experimental program designed to find more effective approaches to teaching young children from low-income families, achieved differences in outcome between Follow Through and non-Follow Through children, problems in its initial design and implementation will limit reaching statistically reliable conclusions as to which approaches are successful. The report recalls the events which led to a reorganization of the national evaluation of Follow Through, and suggests ways to prevent similar happenings. (Author)

ED117220 UD015610
Report on Compensatory Education, 1974-75. Draft.
Church, John G.
California State Dept. of Education, Sacramento. Div. of Compensatory Education.
Publ. Date: 75 Note: 45p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: Academic Achievement/ *Compensatory Education Programs/ Educational Innovation/ Educationally Disadvantaged/ *Educational Opportunities/ Educational Programs/ Equal Education/ Federal Programs/ Migrant Child Education/ *Minority Group Children/ *Program Descriptions/ Program Effectiveness/ *Program Evaluation/ Special Programs
Identifiers: *California/ Elementary Secondary Education Act Title I/ ESEA Title I
Coordination, planning, legislation, parent involvement, handling complaints, applying affirmative action and employment practices, preparation of program guides, contribution to consolidated regulations, preparation of materials for the State Board of Education, and other factors involved in the administration of the compensatory education activities are described in this report. Among the programs and services profiled are management service, professional development in education, reading and mathematics, special incentive projects, follow through, compensatory education in state institutions, community services unit, migrant education, guided school visits, school housing aid, ESEA Title I, and educationally disadvantaged youth program. Programs are described in terms of purpose, participants, objectives, eligibility, authorization, funding level and achievements. Evaluation and pupil achievement of compensatory education are seen to reveal definite evidence of the effectiveness of these projects in all six components of language development, mathematics, auxiliary services, parent participation, community involvement, staff development, and intergroup relations. (Author/AM)

ED116807 95 PS008290
The Effects of Tutor Achievement Level, Reinforcement Training, and Expectancy on Peer Tutoring.
Conrad, Eva E.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 18 Jul 75 Note: 76p.; Not available in hard copy due t marginal reproducibility of original document
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors: *Academic Achievement/ *Expectation/ Feedback/ Grade 2/ High Achievers/ Low Achievers/ *Peer Teaching/ *Primary Education/ Reinforcement/ *Tutorial Programs/ Vocabulary Development
Identifiers: *Project Follow Through
This study provided a review of literature related to peer tutoring and investigated the effects of three variables on peer tutor and peer tutee performance. The variabl s were (1) the achievement level of the tutor, (2) brief tutor training in reinforcement and corrective feedback procedures, and (3) tutor expectancy about tutee performance. A total of 112 high and low achieving second graders in a Follow Through program were selected as tutors. Half of these tutors were randomly selected to receive two half-hour training sessions. The training was conducted in a small group setting and emphasized two reinforcement and feedback procedures: (1) responding to a correct answer with a positive comment, and (2) responding to an incorrect answer or no answer by providing the correct answer and giving the tutee a chance to say the correct answer. A group of 112 first graders was randomly selected to serve as tutees. Instructions to tutors prior to the tutoring session contained either high or low expectancies about the tutees' academic performance. Both tutors and tutees were pre- and posttested on 30 sight word flash cards, with which the children worked during the tutoring session. Results showed that both tutors and tutees learned a significant number of words. Tutors' achievement level was not a significant factor, as measured by words learned, but tutees tutored by trained tutors performed better than tutees tutored by untrained tutors. Tutor expectancies did not affect tutee performance on the posttest. (Author/BRT)

ED115759 95 CE005579
Applied Research Projects Supported in FY 1975 Under Section 131 (a) of Part C of the Vocational Education Amendments of 1968.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Publ. Date: 75 Note: 100p.
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: Demonstration Projects/ *Educational Administration/ Educationally Disadvantaged/ *Educational Research/ Federal Programs/ Financial Support/ Handicapped/ Minority Groups Occupational Guidance/ *Program Descriptions/ Program Proposals/ *Research Projects/ Scheduling/ Vocational Counseling/ *Vocational Education
The report provides an account of how the U.S. Office of Education's discretionary Vocational Education Research Program for 1975 was planned and implemented. It contains information about the legislative and regulatory framework for Section 131 (a) of Part C Research Program, as stated in the Vocational Education Amendments of 1968 Act. Five research priority areas were determined: (1) administration of vocational education at the State level; (2) administration of vocational education at the local level; (3) comprehensive systems of guidance, counseling, placement, and follow-through services; (4) educational personnel serving the educationally disadvantaged, handicapped, and minorities; and (5) curriculum, demonstration, and installation studies. The processes used to implement the award program are outlined, and the award outcomes are discussed in terms of an overview of the purposes and expected results of the funded projects. A total of 361 applications were received for consideration. Synthesis papers are presented for the priority areas with the exception of the fourth. Abstracts are included for all funded projects, arranged by priority area (22 in State level administration, 16 in local level administration, 19 in guidance and counseling, 17 in administration for the handicapped and minorities, and 12 in curriculum) and for eight special projects of national significance. (Author/EC)

ED115678 TM004950
Evaluation of Title I ESEA Projects: 1975-76.
Philadelphia School District, Pa. Office of Research and Evaluation.
Publ. Date: 75 Note: 157p.; For a related document, see TM 004 886
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Descriptors: *Compensatory Education Programs/ *Educational Objectives/ Elementary Secondary Education/ *Evaluation Methods/ *Program Evaluation/ *School Districts
Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Pennsylvania (Philadelphia)/ Philadelphia School District
Evaluation services to be provided during 1975-76 to projects funded under the Elementary and Secondary Education Act Title I are listed in this annual booklet. For each project, the following information is provided: goals to be assessed, evaluation techniques (design), and evaluation milestones. Regular term and summer term projects reported on are: affective education, alternative programs, Benchmark, bilingual education, comprehensive math project, comprehensive reading project, computer managed instruction, counseling services, creative dramatics, education in world affairs, English as a second language readiness, English to speakers of other languages, Follow Through, institutions for neglected and delinquent children, learning centers project, meet the artist, motivation, multimedia center, out of school sequenced science experiences, school community coordinators, speech and hearing, Walnut Center, and young audiences. (RC)

ED114986* EA007728
Planned Variation in Education: Should we Give Up or Try Harder? Brookings Studies in Social Experimentation.
Rivlin, Alice M., Ed.; Timpane, P. Michael, Ed.
Publ. Date: 75 Note: 184p.
Available from: Publications Sales Manager, The Brookings Institution, 1775 Massachusetts Ave. N.W., Washington, D.C. 20036 ($9.95, $3.50 paperback)
Document Not Available from EDRS
Descriptors: Compensatory Education/ *Compensatory Education Programs/ *Early Childhood Education/ *Educational Alternatives/ Educational Improvement/ Educational Innovation/ Educationally Disadvantaged/ *Federal Programs/ *Program Design/ Program Evaluation/ Research Design
Identifiers: Follow Through Program/ Head Start Planned Variation Program/ *Planned Variation Programs
This book consists of nine articles prepared for a 1973 conference that considered the lessons of two federally funded compensatory education projects of the late 1960s, the Follow Through program and the Head Start Planned Variation program. Both were planned variation programs, under which local communities were invited to design, implement, and evaluate various approaches to improving early childhood education for poor children. Through systematic evaluation of alternative techniques, it was hoped that the planned variation approach would lead to substantial improvement of early childhood education. In the first chapter, the editors explain the planned variation technique and summarize the main conclusions of the conference. The next three chapters discuss the Follow Through program, followed by three chapters dealing with the Head Start Planned Variation program. The last two chapters draw on the experience with both programs and attempt to draw lessons for the future. (Author/JG)

ED114458 CE005074
Career Guidance Counseling Placement Guide.
Idaho State Dept. of Education, Boise.
Publ. Date: Sep 75 Note: 35p.
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Career Awareness/ *Career Education/ Educational Counseling/ Educational Guidance/ Elementary Secondary Education/ *Occupational Guidance/ Program Administration/ *Program Guides
An effective program to aid the student in making the transition from school to the world of work requires a coordinated guidance effort, including the administrator, counselor, and teacher. The K-12 guide will assist educators in coordinating aspects of career guidance, counseling, and placement in the student's career development and preparation for life. The goals and objectives of career guidance are self awareness--self identity, education awareness--educational identity, career awareness--career identity, economic awareness--economic understanding, decision making--career decisions, beginning competency--employment skills, employability skills--career placement, attitudes and appreciation--self/social fulfillment. The process of career guidance relates to self awareness, decision making skills, environmental understanding, and relating to the world of work. The six major components of a career guidance program are: individual data system, information system, career assessment and planning process, dissemination system, facilitation of community experiences, and placement and follow-through. Guidance counselors, teachers (including special education teachers), administrators, parents, students, employers, and other community members all have roles and responsibilities in career guidance. Evaluation must involve both career education programs and also the school's ability to meet the needs of the students. A bibliography is included. (Author/EC)

ED113492 95 CE005009
Job Placement Manual.
Atlanta Public Schools, Ga.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Note: 35p.; For related documents, see CE 005 010-011
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
Descriptors: *Administrator Guides/ *Guidance Services/ *Job Placement/ *Manuals/ Records (Forms)/ Secondary Education/ *Secondary School Students/ Vocational Followup/ Work Experience Programs

Directed to school systems initiating a job placement program, the Atlanta Public Schools (Georgia) job placement manual discusses how a job placement program can provide a transition from school to work for all students leaving the public schools, as well as place students in paid and non-paid part-time work experiences as a part of their education. The five sections of the manual cover: (1) planning and management (administration, organization, objectives, advisory committee role, decisions, vocational personnel role); (2) student development (student needs, student strengths, job seeking and job holding skills, disadvantaged and handicapped students, communications, and student involvement); (3) job development (employer lists and surveys, and community relations); (4) central record system (student and company surveys, job order forms, student personnel cards, letter of introduction, student and employer followup reports); and (5) followup (followup study, information feedback, and follow-through activities) and follow-through (work adjustment and career development activities and placement linkage). Copies of related information forms are included within the sections. Appendixes include information on child labor laws, interview hints for students, and additional sources. (EA)

ED113288 95 SP009213
Follow Through Classroom Process Measurement.
Soar, Robert S.
Florida Univ., Gainesville. Inst. for Development of Human Resources.
Sponsoring Agency: Florida Educational Research and Development Council, Gainesville.; Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-8-522394-3991(286); OEG-0-8-522471-4618(10-0)
Publ. Date: Jun 71 Note: 177p.; For related document, see ED 106 297
Available from: Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601 (No price quoted)
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
Descriptors: Class Management/ *Classroom Observation Techniques/ *Classroom Techniques/ Disadvantaged Youth/ Elementary Education/ *Evaluation/ Factor Analysis/ *Measurement/ Student Development/ Student Teacher Relationship/ *Teacher Behavior/ Testing
Identifiers: Florida/ *Project Follow Through

This report presents a portion of the evaluation of the planned variation of Project Follow Through, in which increased understanding of education which is functional for disadvantaged children has been a major concern. This segment of the evaluation has the following two objectives: (1) to describe in behavioral terms the differences among programs as observed in classrooms, and (2) to relate these dimensions to pupil growth. Observation was carried out in classrooms from each of seven programs and a comparison sample. Observers recorded such things as the teacher's classroom management techniques, expression of affect, the social-emotional nature, and the cognitive level of the interaction. Results were then factor analyzed, reduced to factor scores, and the factor scores tested for differences between programs by the multiple range test. The factor scores were also related to classroom mean pupil regressed gain which had been factored to identify different levels of complexity. Although there were inconsistencies, the linear relations between the classroom measures and pupil gain suggested that some factors, such as effective personal communication and intrinsic motivation, related to all levels of complexity, while others were specific to a certain level. In general, there seemed to be a trend that abstract growth was related to teaching that was less controlled and less focused but had some structure, while skill growth was related to more focus and structure, with concrete growth positively related to still more highly focused teacher behaviors and negatively related to extreme pupil freedom. (Author/RC)

ED113071* 95 RC008776
Early Childhood Education Program Models for Indian Communities.
Sorensen, Philip M.
American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Publ. Date: 74 Note: 63p.; For related documents, see RC 008 769-775, 777-803
Available from: Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)
Document Not Available from EDRS
Descriptors: *American Indians/ Cultural Differences/ *Early Childhood Education/ Economically Disadvantaged/ *Evaluation Criteria/ *Models/ *Policy Formation/ Program Evaluation
Identifiers: Indianization/ *Planned Variation/ Project Follow Through
Drawing heavily upon the experiences of th Stanford Research Institute (SRI) and its experience in a longitudinal evaluation of the national "Follow Through" program (a program devised to provide developmental and educational services for poor children), this paper is written in reference to the development of early childhood education models for American Indian children. The 1st section presents: (1) a review of the "planned variation" concept wherein different educational improvement models are tried out in various situations; (2) discussion of dilemmas that characterize any major demonstration of quasi-experiment in a natural setting; and (3) a conceptual model for program evaluation which emphasizes categorization of evaluation issues and foci for evaluation activities. Opening with questions relative to the effectiveness, attractiveness, and appropriateness of instructional models, section 3 presents: (1) descriptions of several models drawn directly from SRI technical reports, and (2) discussion of findings that appear to be acceptably dependable for policy guidance (approaches which have shown either most consistent positive effects or effects of substantial magnitude in some application). The final section presents a preview of work in progress which shows promise of yielding generalizations from which "new" models might be synthesized or older models refined. (JC)

ED113067 95 RC008772
Indian Education Confronts the Seventies. Five Volumes; Volume II: Theoretical Considerations in Indian Education.
Deloria, Vine, Jr., Ed.
American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Publ. Date: 74 Note: 260p.; For related documents, see RC 008 769-771, 773-803
EDRS Price MF-$0.76 HC-$13.32 Plus Postage
Descriptors: *American Indians/ Career Education *Cultural Awareness/ Curriculum Development/ Early Childhood Education/ *Education/ Evaluation/ Manpower Development/ School District Autonomy/ *Self Actualization/ Testing/ *Theories
Identifiers: *Indianization
Presenting six position papers, this publication is the second in a series of five volumes on American Indian education. Papers are titled as follows: (1) "The Theory of Indian Controlled Schools" (Indian control of education is perceived as the basis for a cultural renewal process in which the problems of contemporary identity and purpose are resolved); (2) "A Theory of Vocational-Technical Career Education" (vocational training models are considered in terms of the ongoing developments in non-Indian America and the progressive developments in Indian communities); (3) "Testing, Evaluation, and the Indian Education Act of 1972" (testing criteria, particularly the criterion-referenced test, are proposed for use in Indian education); (4) "Early Childhood Education Program Models" (drawing upon a longitudinal study of the "Follow Through" program, numerous models of early childhood education are considered); (5) "A New Curriculum Design for Native American Schools" (consideration is given to a curriculum designed to emphasize tribal history, culture, traditions, and the immediate community environment); (6) "Perspective on Manpower Planning" (consideration is given to a philosophy of educational manpower planning that emphasizes innovative programs designed by Indian communities to promote both interculturalism and pride in heritage). (JC)

ED111870 95 TM004838

New Directions in Open Classroom Evaluation: Situational Tasks.

Rentfrow, Robert K.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Follow-Through.; Office of Child Development (DHEW), Washington, D.C.

Publ. Date: 17 Jun 75 Note: 24p.; Paper presented at the Annual Meeting of the American Montessori Society (Granby, Colorado, June 17-21, 1975)

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Descriptors: Child Development/ Classroom Environment/ *Classroom Observation Techniques/ *Early Childhood Education/ Elementary School Students/ Language Development/ Models/ *Open Education/ Preschool Education/ Program Development/ *Program Effectiveness/ *Program Evaluation/ Situational Tests / Social Relations/ Student Behavior

Identifiers: Childrens Language Assessment Situational Tasks / Classroom Attitude Observation Schedule/ TEEM/ *Tucson Early Education Model

The material reported here was developed as part of a systematic effort to develop techniques to evaluate the effectiveness of a nationally implemented early childhood program. The Classroom Attitude Observation Schedule technique has been implemented in a number of school districts as a means of assessing program implementation of the Tucson Early Education Model (TEEM). Teachers have found this a useful way to learn more about the effects of the program on the social functioning of children. The Children's Language Assessment-Situational Tasks represents a new direction in the assessment of children's language development at the preschool and early elementary level. The developmental program has led to the conclusion that this technique samples aspects of children's development in a valid context, and provides information for teachers which is applicable to improving the instruction of young children. Situational tasks have proven valuable in the elusive task of evaluating an innovative open classroom program. Future efforts will be directed toward other areas of the TEEM program, such as the development of cognitive skills through the cooking experience. (Author/RC)

ED111839 95 TM004806

Manual of Testing Procedures: Spring 1975.

Stanford Research Inst., Menlo Park, Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-74-0582

Publ. Date: Mar 75 Note: 147p.

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Descriptors: Administrative Personnel/ *Compensatory Education Programs/ Data Collection/ *Examiners/ *Manuals/ Primary Education/ Student Evaluation/ *Testing/ *Testing Programs/ Training

Identifiers: *Project Follow Through

This manual is designed to assist personnel involved in work with the Stanford Research Institute (SRI) Follow Through Evaluation testing program. Follow Through is a number of planned education programs for children in kindergarten and primary grades (1-3). Job descriptions for each person working in the testing program are included. In addition, the whole testing program is described, from the Regional Training Sessions through the return of test data. Major sections of the manual include: Follow Through program data collection activities, SRI testing forms, SRI field operations, preparation for testing, local training, testing source rosters, test administration, attendance and attrition, editing, packing, and shipping, employment and pay procedures, and exhibits. (RC)

ED110938* CS002090

The Reading Problem in Urban Schools: Who Has It and What Has Been Done About It?

Van Strat, Georgena

Publ. Date: 75 Note: 155p.; Ed.D. Dissertation, University of Massachusetts

Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,611, MFilm-$5.00, Xerography-$11.00)

Document Not Available from EDRS

Descriptors: *Disadvantaged Youth/ Doctoral Theses/ Elementary Secondary Education/ *Program Evaluation/ Reading Achievement/ Reading Failure/ *Reading Instruction/ *Reading Programs/ Teacher Education/ *Urban Education

Identifiers: Reading Improvement Act 1973/ Right to Read

Identification of ingredients of successful urban reading programs in order to effect an increase in reading achievement in urban schools is the purpose of this paper. An historical-sociological framework is established. Pertinent literature which seeks to explain the causes of reading failure in urban schools is reviewed. Among the topics discussed are the myth of cultural deprivation, Black English, visual perceptual deficits, and teacher attitudes. Successful reading programs and practices which have achieved measurable success in reversing reading failure are described. Among the programs analyzed are the Follow Through Program in public schools 11, 129, and 146 in New York City; the Woodland School in Kansas City, Missouri; the Ann Street School in Los Angeles; School 6 Annex in Passaic, New Jersey; and "Sesame Street." The Career Opportunities Program at the University of Massachusetts is discussed as an effective model for urban teacher training. Four proposals for change directed at increasing reading achievement are examined, including the Right to Read Program and the Reading Improvement Act of 1973. (Author/MKM)

ED110425 95 SP009414
An Assessment of the Impact of the EDC Educational Development Center Follow Through Advisory Approach.
Weiss, Carol N.; And Others
Education Development Center, Inc., Newton, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 74 Note: 252p.; For related documents, see SP 009 413; A study based on interviews with teachers, aides, administrators and parents in the EDC Follow Through Program (Burlington, Vermont, 1973-74)
Available from: Open Education, Follow Through Program, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160 (No price quoted)
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE
Descriptors: Administrative Attitudes/ *Advisory Committees/ Community Role/ *Evaluation Methods/ Parent Attitudes/ *Program Evaluation/ *Questionnaires/ School Role/ Surveys/ Teacher Aides/ Teacher Attitudes
Identifiers: *Follow Through
This report was written as part of the sponsor evaluation of the Educational Development Center (EDC) Open Education Follow Through Program under a grant from the U.S. Office of Education. In this study four groups of adults (teachers, aides, administrators, and parents) who are involved with the growth and development of children in the EDC Follow Through program in Burlington, Vermont were interviewed. This report is divided into 11 chapters concerning the following: (a) an overview of evaluation research procedures, (b) background information, (c) an overview of classroom activities, (d) how the teachers view their role in the school, (e) an overview of administrator activities, (f) the issue of parent involvement, (g) views on children's learning, (h) opinions of teachers concerning the EDC approach to learning, (i) responses to questions concerning EDC advisors, (j) satisfactions and difficulties of working in Follow Through, and (k) opinions concerning what will happen when Follow Through leaves Burlington. Each chapter includes an introduction, a summary of responses, an analysis of responses, and a detail of responses for each group interviewed. An appendix is attached which includes the interview questionnaires. (RC)

ED110424 95 SP009413
An Assessment of the Impact of the EDC Educational Development Center Follow Through Advisory Approach.
Weiss, Carol N.; And Others
Education Development Center, Inc., Newton, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 74 Note: 284p.; A study based on interviews with teachers, aides, administrators and parents in the EDC Follow Through Program (Paterson, New Jersey, 1973-74); For related documents, see SP 009 414
Available from: Open Education Follow Through Program, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160 (No price quoted)
EDRS Price MF-$0.76 HC-$11.39 PLUS POSTAGE
Descriptors: Administrative Attitudes/ *Advisory Committees/ Community Role/ *Evaluation Methods/ Parent Attitudes/ *Program Evaluation/ *Questionnaires/ School Role/ Surveys/ Teacher Aides/ Teacher Attitudes
Identifiers: *Follow Through
This report was written as part of the sponsor evaluation of the Educational Development Center (EDC) Open Education Follow Through Program under a grant from the U.S. Office of Education. In this study four groups of adults (teachers, aides, administrators, and parents) who are involved with the growth and development of children in the EDC Follow Through program in Paterson, New Jersey were interviewed. This report is divided into 11 chapters concerning the following: (a) an overview of evaluation research procedures, (b) background information, (c) an overview of classroom activities, (d) how the teachers view their role in the school, (e) an overview of administrator activities, (f) the issue of parent involvement, (g) views on children's learning, (h) opinions of teachers concerning the EDC approach to learning, (i) responses to questions concerning EDC advisors, (j) satisfactions and difficulties in Follow Through, and (k) opinions concerning what will happen when Follow Through leaves Paterson. Each chapter includes an introduction, a summary of responses, an analysis of responses, and a detail of responses for each group interviewed. An appendix is attached which includes the interview questionnaires. Also attached are a teacher questionnaire and the background and methodology for that questionnaire. (RC)

ED110200 PS008005
Relationships Between Classroom Instructional Practices and Child Development.
Stallings, Jane
Stanford Research Inst., Menlo Park, Calif.
Publ. Date Mar 75 Note: 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Academic Achievement; Class Attendance/ *Classroom Environment/ *Classroom Observation Techniques/ Mathematics Education/ *Primary Education/ Reading Achievement / Social Development/ *Teaching Methods
Identifiers: *Project Follow Through Planned Variation Program
Relationships between first and third grade classroom instructional practices and child outcomes (i.e. test scores, days absent, and observed child behavior) were assessed in seven Project Follow Through educational programs. The programs chosen represented a wide spectrum of innovative educational theories. The range included two models based on positive reinforcement theory, a model based primarily on cognitive developmental theory, an open classroom model, and three other models drawn from Piaget, Dewey, and the English Infant Schools. Non-Follow Through classrooms were observed for comparison. Results showed that time spent in reading and math activities and a high rate of drill, practice, and praise contributed to higher reading and math scores. Children taught by these methods tended to accept responsibility for their failures but not for their successes. Lower absence rates and higher scores on a nonverbal program solving test of reasoning were attributed in part to more flexible instructional approaches in which children were provided with a wide variety of activities and materials and where children engaged independently in activities, selecting their own groups part of the time. (Author/BRT)

ED110199 PS008004
Classroom Processes Related to Absence Rate.
Needels, Margaret; Stallings, Jane
Stanford Research Inst., Menlo Park, Calif.
Publ. Date: Mar 75 Note: 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Attendance Patterns/ Check Lists/ *Class Attendance/ *Classroom Environment/ *Classroom Observation Techniques/ Classroom Research/ Correlation/ *Primary Education/ *Teaching Methods
Identifiers: *Project Follow Through Planned Variation Program
This study explored the relationship between classroom instructional processes and the average number of student absences in first and third grades. The data were collected in a total of 166 classrooms as part of the Follow Through Planned Variation Program. The Classroom Observation Instrument, developed by Stanford Research Institute, was used to record classroom activities, instructional methods, interpersonal from school records. Since the data were correlational, causal effects could not be attributed to the instructional processes. However, the results showed 56 variables for first grade and 65 for third grade to be significantly correlated with absence rate after adjusting for baseline achievement scores. Children in both first and third grades seemed to be absent less in classrooms where there was a higher degree of child independence, child questioning, adult response, individualized instruction, and open-ended questions and where children and adults showed more positive affect. Child absences appeared to be more frequent in classrooms where children often worked in large groups, where adults used direct questions in academic work, and where corrective feedback was used frequently. (JMB)

ED109431 CE004276
Graduate Follow-Up Studies: How Useful Are They?
Smedley, Rande H.; Olson, George H.
Publ. Date: 75 Note: 28p.; Paper presented at the Annual meeting of the American Educational Researchers Association (Washington, D. C., April 1, 1975)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Comparative Analysis/ Curriculum Planning/ Decision Making/ *Followup Studies/ *Graduate Surveys/ Longitudinal Studies/ *Relevance (Information Retrieval)/ Research Methodology/ *Statistical Bias
Follow-up surveys may fall prey to several sources of bias and error, among them lack of control over independent variables, lack of item validity and reliability, sampling biases, and observation bias. Two follow-up studies have been dissected to expose inherent limitations: the Texas Education Product Study (TEPS) and Project TALENT. The majority of the follow-up studies (i.e., studying graduates of a previous year) conducted fail to provide adequate information on which curriculum construction and planning can be based. Input is needed to aid in decision-making, however, and the best method readily available to provide this input is the follow-through approach (i.e., identifying a current class of students and following them beyond graduation). This approach comes closer to providing meaningful input by exercising, to some extent, a method of measuring relevant independent variables. Follow-up surveys, as they are commonly practiced, are not worth the time and effort spent conducting them. Follow-through surveys come much closer to producing information relevant to the relationships of concern to decision-makers and therefore prove much more worth the time and effort invested in using this approach. (Author/PR)

ED109266 UD014775

Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations.

Jablonsky, Adelaide, Comp.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-400-75-0008

Publ. Date: Jul 75 Note: 130p.; ERIC-CUE Doctoral Research Series, Number 9, July 1975

Available from: Institut for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50, paper)

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors: Academic Achievement/ *Annotated Bibliographies / Community Influence/ *Doctoral Theses/ Early Childhood Education/ Family Influence/ *Minority Group Children/ *Program Evaluation/ Psychological Studies/ Racial Differences / *Special Programs/ Student Attitudes/ Teaching Methods

This annotated bibliography is the ninth in the Doctoral Research Series. It encompasses doctoral research on special programs and their effects on minority children and youth reported in "Dissertation Abstracts International" from 1965 through June '973. The citations are arranged in the following categories: early childhood (Head Start, Follow Through, other preschool and primary programs), family and community influence (the achievement of students, other studies), school achievement, and other studies. Within each category, the abstracts are presented in order of year of completion. The abstracts have also been cross-referenced in a subject index, and author a d institution indexes are provided. (JM)

ED109099 SP009348

Emerging Concepts for Collaboration: Selected Papers. Bulletin No. 40.

James, Richard, Ed.; Brown, Ray, Ed.

Association of Teacher Educators, Washington, D.C.

Publ. Date: 75 Note: 59p.

Available from: Association of Teacher Educators, 1701 K Street, N. W., Suite 1201, washington, D. C. 20006 (Stock No. 861-27514, $3.00)

EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors: Educational Development/ Educational Improvement/ Educational Trends/ *Interinstitutional Cooperation/ Models/ Performance Based Teacher Education/ Performance Criteria/ Program Descriptions/ Schools of Education/ *Teacher Education

Identifiers: *Collaboration

This collection of articles deals with collaboration in teacher education. The first paper, "A Conceptual Basis for Collaboration," by Earl D. Clark, synthesizes the concepts and components of collaboration and prescribes the relationships needed between all involved if quality programs are to prevail. The second paper, "Parity and Educational Problem Solving: A Progress Report," by Suzanne M. Kinzer and William H. Drummond, outlines objectives and designs for the Florida Collaborative Model Project. This program attempted to achieve equal parity in collaborative educational policy-making between the following voices: (a) public school administration; (b) professional associations--classroom teachers; (c) university faculty; (d) students in teacher education; and (e) community or citizenry. The third paper, "Project Follow Through: Interdepartmental Collaboration," by Alex Molnar et al., describes the interrelationship between students, staff members of field centers, and university faculty as evidenced at a program at the University of Wisconsin-Milwaukee. The fourth paper, "Collaboration in a CBTE Program," by Rita C. Richey, Fred S. Cook, and Robert A. Roth, presents Michigan's approach to initiating a competency-based teacher education (CBTE) program with emphasis on collaboration. The articles, while distinct in their approach to collaboration, are similar in perspective. (Author/JS)

ED108769 95 PS008092
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2B: Monographs and Appendices. Final Report.
Cline, Marvin G.; And Others
Abt Associates, Inc. Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Contract No.: OEC-0-72-5221
Publ. Date: 1 May 75 Note: 312p.; For Volumes 1A and 1B of this report, see ED 094 890 and ED 094 891 for, Volume 2A, see PS 008 091
EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE
Descriptors: Academic Achievement/ Community Characteristics / Comparative Statistics/ Environmental Influences/ Grade 1/ Kindergarten/ *Longitudinal Studies/ Measurement Techniques/ *Models/ *Primary Education/ *Program Evaluation/ Research Problems/ School Conditions/ *Statistical Analysis/ Summative Evaluation/ Teacher Characteristics
Identifiers: *Project Follow Through
This volume presents monographs relating to the second annual report of the National Evaluation of Follow Through. Monograph 1 is concerned with site-by-site analyses of academic achievement scores for children after two years in the same Follow Through program. Conclusions dealing with first grade vs. kindergarten effects, site effects, and the difficulty in relating findings to specific programs are offered. Monograph 2, which describes the background characteristics and attitudes of the teachers associated with the Follow Through programs, is based on responses to the Spring 1973 Teacher Questionnaire. Monograph 3 focuses on school and community characteristics. Monograph 4 describes Head Start Planned Variation/Follow Through (HSPV/FT) data weaknesses and constraints, and attempts to compare test scores of "treated" and "untreated" children. Appendices and tables containing related data make up approximately one-third of the document. (ED)

ED108768 95 PS008091
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2A: Two-Year Effects of Follow Through. Final Report.
Cline, Marvin G.; And Others
Abt Associates, Inc. Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation
Report No.: AAI-74-111
Contract No.: OEC-0-72-5221
Publ. Date: 1 May 75 Note: 378p.; For Volumes 1A and 1B of this report, see ED 094 890 and ED 094 891; for Volume 2B, see PS 008 092
EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE
Descriptors: Comparative Statistics/ Compensatory Education Programs/ Environmental Influences/ Grade 1/ Intervention/ Kindergarten/ *Longitudinal Studies/ Measurement Techniques/ *Models/ *Primary Education/ *Program Evaluation/ Reliability/ Sampling/ *Statistical Analysis/ Summative Evaluation
Identifiers: *Project Follow Through
This second annual report on the National Evaluation of Follow Through (a continuation of the first report) focuses on the accumulated effects of two years of Follow Through experiences on children who remained with the same sponsors over that time period. Comparisons between Follow Through and Non-Follow Through children at the end of first grade are described. In addition to previously used child and school level analyses, site level analyses are included. Chapter 1 presents a brief overview of the report. Chapter 2 describes sample development, including definition of the current sample, comparison with last year's, and discussion of the problems of sample bias, generalizability and sponsor-to-sponsor comparisons. Chapters 3 and 4 deal with the variables used in the analyses and includes a description of covariance selection and the final covariate set. Chapter 5 presents a description of the samples and kindergarten one-year effects for each of the ten program models. Chapter 6 presents site descriptions and effects and overall two-year effects. Chapter 7 presents conclusions of the evaluation. Appendices, which make up approximately one-third of the document, contain data tables and other supportive materials. (ED)

ED108750 PS007933
Changes in Scholastic Achievement of Disadvantaged Children Enrolled in Follow Through PEP-IPI Project.
Fesler, Elizabeth; And Others
Publ. Date: Mar 75 Note: 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Academic Achievement/ Achievement Gains/ *Compensatory Education Programs/ *Disadvantaged Youth/ Individualized Curriculum/ *Individualized Instruction/ Intervention/ *Longitudinal Studies/ Maturation/ Parent Participation/ *Primary Education/ Self Concept/ Teacher Attitudes
Identifiers: *Project Follow Through
This paper briefly summarizes the findings of a study of the effects of the Follow Through Primary Education Project-Individually Prescribed Instruction (PEP-IPI) model. The project was designed to provide individualized instruction (with emphasis on perceptual and motor abilities, language concepts, classifying skills and reasoning abilities) to disadvantaged children in kindergarten through third grade. The individualization was accomplished through diagnosis of pupil achievement using a content-referenced testing program followed by the development and implementation of prescriptions. The PEP-IPI children, when compared with their respective controls, showed significant gains on standardized indices of achievement. (ED)

ED108151 CS001935
Follow Through Program.
Goldsboro City Schools, N.C.
Publ. Date: 74 Note: 27p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Beginning Reading/ Diagnostic Teaching/ *Effective Teaching/ Individualized Reading/ *Parent Participation/ Primary Education/ *Reading Instruction/ *Reading Programs/ Self Concept/ Self Directed Classrooms/ Self Esteem/ Student Attitudes
Identifiers: *Effective Reading Programs/ Right to Read
This program, included in "Effective Reading Programs...," serves more than 1200 students in first through third grade. The program, begun in 1968, follows the Responsive Educational Program model sponsored by the Far West Laboratory for Educational Research and Development. The program includes learning activities that are self-rewarding and an environment structured to be responsive to the individual child's needs, culture, and interests. The classroom contains learning centers and a variety of games and activities, and the child is free to explore within this environment. Since the program stresses individual diagnosis, each child's needs are determined by a team that may include parents, the teacher, the principal, and a psychologist. Individual profiles, developmental tasks, and criterion-referenced tests are used for diagnosis and achievement assessment. The Parent-Child Learning Center, a book and game library, enables parents to help their children at home. The goals of the program are for each child to develop his or her intellectual abilities and a positive self-image. (TO/AIR)

ED107375 PS007901
The Responsive Classroom Observation Schedule--Background and Development.
Rayder, Nicholas F.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Publ. Date: 24 Mar 75 Note: 39p.; Filmed from best available copy
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Classroom Environment/ *Classroom Observation Techniques/ Cognitive Development/ *Cultural Differences/ Cultural Pluralism/ *Early Childhood Education/ Language Development/ *Measurement Instruments/ Problem Solving/ *Program Descriptions/ Self Concept/ Test Reliability/ Training Laboratories
Identifiers: *Responsive Education Program
This report focuses on the development and implementation of a 1-day classroom observation schedule designed to evaluate the Responsive Education Program, a compensatory program of formal education for children, ages 3-9, and their families. The program is an effort to create Head Start and Follow Through programs for children who are ethnically and culturally different from white middle-class children. A complete description of the program, including its assumptions and applications in the classroom, forms the introduction to the report. A discussion of the observation schedule that has been developed follows. The instrument is based on five indepth instruments (physical arrangement of the classroom, cultural relevance, language development, development of self-concept, and problem solving) which were reduced to 70 items in question form, divided into nine sections. A 2-day workshop designed to train participants on use of the instrument is described. As a result of the workshop, some of the participants were chosen to field test the instrument; the results of this field testing form the conclusion of the report. (ED)

ED107369 95 PS007881
Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review.
Hardy, Robert; Huebner, Robert
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-72-0625(286)
Publ. Date: 31 Dec 71 Note: 129p.; Not available in hard copy, due to marginal legibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Descriptors: *Comparative Analysis/ *Early Childhood Education/ Evaluation Criteria/ *Evaluation Methods/ Home Programs/ *Models/ Parent Attitudes/ Program Effectiveness/ *Program Evaluation/ Standardized Tests
Identifiers: *Project Follow Through
This report contains a summary and analysis of the evaluation component of Project Follow Through Programs by the 1970-71 Follow Through sponsors. Part 1 (the major part of the document) is a sponsor-by-sponsor summary analysis of the 19 Follow Through Model Programs. Each summary analysis is divided into five parts: nature of the program, process measures (designed to assess processes used to accomplish pupil growth), product measures (designed to assess any aspect of pupil growth), conclusions of the sponsor, and reviewer's comments. Part 2 consists of a coded listing of the process and product variables of each of the 19 model programs and summaries of some of the program findings. Part 3 is a presentation of measures on a matrix, with the sponsors along one dimension of the matrix and the common classification system along the other dimension. (CS)

ED107349 95 PS007838
Assistance to Local Follow Through Programs. Annual Report.
Ware, William B.; And Others
Florida Univ., Gainesville. Inst. for Development of Human Resources.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-8-522394-3991(286)
Publ. Date: Dec 74 Note: 296p.
EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE
Descriptors: *Compensatory Education/ Data Analysis/ *Elementary Education/ Family Environment/ Family School Relationship/ *Home Programs/ Home Visits/ Interviews/ Paraprofessional School Personnel/ Parent Attitudes/ *Parent Education/ Parent Participation/ *Program Evaluation/ Teacher Role, Training
Identifiers: Florida Parent Education Follow Through Model/ *Project Follow Through
This report of the 1974 Florida Parent Education Follow Through Program contains evaluation data pertaining to parents, children, teachers, and parent educators from 11 communities. The program emphasis is on the development of: (1) nonprofessionals as parent educators, (2) materials for family use, and (3) parents as partners in the educational program of their children. Part 1 contains a rationale and an outline of the key elements of the program; Part 2 lists the program goals for parents, children, and for classroom and school. Part 3 describes program implementation procedures (including on-site training workshops and consultant visits), the Policy Advisory Committee activities, and evaluation of data concerning parents, home environment, home visits, the children, teachers, parent educators, and home learning activities. Achievement results of children in each community, in the program are presented separately. Appendixes, which make up more than one-half of the document, contain detailed charts on the evaluation results and a variety of forms and materials used in conjunction with the program. (CS)

ED106522 95 CE003691
Guidance, Counseling, Placement, and Follow Through Systems: Information Sources.
Magisos, Joel H.; Schroeder, Paul E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Oct 74 Note: 28p.; For related volumes see CE 003 687-690
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Abstracts/ Annotated Bibliographies/ Counseling Programs/ Counseling Services/ Educational Counseling/ Educational Guidance/ *Educational Research/ Elementary Secondary Education/ *Information Sources/ Job Placement/ Reports/ Research Projects/ *Systems Approach/ *Vocational Counseling/ Vocational Education/ Vocational Followup
The annotated bibliography provides abstracts of 30 research and conference reports and program proposals, and of eight journal articles, all published since 1966, of guidance, counseling, placement, and followup in vocational education. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, 12 projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED106349 TM004465

An Assessment of Program Implementation in Project Follow Through.

Kaskowitz, David; Stallings, Jane

Stanford Research Inst., Menlo Park, Calif.

Publ. Date: Apr 75 Note: 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975) For related documents, see TM 004 572, 573 and ED 085 100; Tables 1 and 2 may reproduce poorly

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors: Academic Achievement/ *Classroom Observation Techniques/ Classroom Research/ Comparative Analysis/ Data Analysis/ Economic Disadvantagement/ Educational Innovation/ *Elementary Education/ Evaluation/ Federal Programs/ *Intervention/ Models/ *Program Effectiveness/ Test Reliability

Identifiers: Classroom Observation Instrument/ Implementation/ *Project Follow Through

Methodological issues and results described in this paper originated from a Stanford Research Institute (SRI) evaluation of classroom observation data collected in Spring 1973. The main question addressed in this evaluation was whether each of seven Follow Through sponsors had successfully implemented his program in a variety of sites. The steps in the evaluation of implementation included: (1) a determination of the essential program components, (2) a translation of these components in terms of observable phenomena, (3) a measure of the phenomena, and (4) a standard by which to judge implementation. The SRI approach was formulated in the context of the SRI Classroom Observation Instrument in liaison with the Follow Through sponsors. Only program components that could be translated into observation variables were included in the analysis. To focus on the innovative aspects of the Follow Through programs, the standard established to assess implementation was based on comparisons with Non-Follow Through Classrooms. Implementation scores were derived for individual observation variables, and a total implementation score was derived for each classroom. While all sponsors' classrooms had mean total implementation scores that were significantly different from the Non-Follow Through scores, there were differences in the pattern of implementation among sponsors. (Author/RC)

ED106297 95 SP009214

Follow Through Classroom Process Measurement and Pupil Growth (1970-71). Final Report.

Soar, Robert S.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-8-522394-3991(286)

Publ. Date: Jun 73 Note: 294p.

EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE

Descriptors: *Academic Achievement/ *Classroom Research/ Educational Programs/ Groups/ Measurement Instruments/ Phonotape Recordings/ Primary Education/ Statistical Data

This study presents results from the last year of a three-year adjunctive evaluation of classroom process measurement and pupil growth. A total of 28[illegible] classrooms involving eight experimental programs, ranging from open classrooms to contingency management classes, along with a comparison sample, were observed. Four observation instruments were used; two were coded during the classroom observation, and two were coded from audio tape. Factor scores were calculated for each set of observation data and used to test discrimination between programs. The scores were also related to classroom mean pupil regressed gain which had been scored to identify different levels of complexity. Observation was successful in discriminating between programs, with 33 of 39 factors significant. Results indicated that classroom measures and pupil gain showed more significant relationship with skill than with abstract or concrete growth. Although there were inconsistencies, gain in skill was related to greater amounts of (a) focus, (b) drill, (c) convergence, (d) structured activity with the teacher and time spent on reading, and (e) lesser amounts of pupil freedom. (Appendixes depicting measurement instruments and observation records are included, along with a list of references.) (Author/JS)

ED106277 SP009168

A Psycho-Social Study of Outstanding Female Athletes.

Balazs, Eva K.

Publ. Date: 74 Note: 15p.; Ed. D. Thesis: Boston University

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Achievement Need/ *Athletes/ *Females/ *High Achievers/ Individual Characteristics/ Motivation/ *Psychological Characteristics/ Psychological Studies/ *Social Influences

This study is an ex post facto analysis of the life histories of 24 Olympic female champions which attempts to determine events and variables in the psychological and social driving forces behind outstanding achievement in sports. The data was gathered by (a) personal interviews, (b) the Edwards Personal Preference Schedule (EPPS), and (c) a data questionnaire. Analysis of the clinical data revealed some developmental dynamics that may characterize all subjects: a deep desire to excel, early goal-setting and the ability to follow through with these goals, a strong self-concept, well-developed heterosexuality, and parents who were supportive and had high expectations of their daughters. Analysis of the EPPS data revealed two pronounced psychological variables: a high need for achievement and a high need for autonomy. The personality profile of the group showed a balanced curve, indicating emotional stability and normal personal adjustment. (Author/PB)

ED105251 SP009160
Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.14; Methods for Teaching Reading in Spanish. Teacher Corps Bilingual Project.
Rodriguez, Norma
Hartford Univ., West Hartford, Conn. Coll. of Education.
Note: 35p.; For related documents, see ED 095 128-143, SP008 975-987, SP 009 146-159 and 161-163; Text printed on yellow paper and may not reproduce sharply
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Bilingual Education/ Elementary School Students/ Learning Activities/ *Reading Instruction/ *Reading Materials/ *Spanish Speaking/ *Teacher Education
Identifiers: Learning Modules
This teaching module is the first in a cluster which will familiarize participants with the most common methods and materials used in teaching reading in Spanish. Upon completion of this module, participants should be able to (a) describe at least two methods of teaching reading in Spanish, (b) apply the corresponding techniques of each of the above to a teaching-learning situation, (c) identify the advantages and disadvantages of two other methods that may be used in teaching reading in Spanish, and (d) teach a reading lesson. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. Appendixes include an outline for a daily lesson plan, and articles entitled "The Teaching of Reading in Spanish," and "On the Teaching of Reading in Spanish for the Follow-Through Program." (PB)

ED105990* PS007844
Home Learning Activities Designed to Provide Educational Experiences for Children and Parents. Part 2.
Seay, Shirley H.; Brown, Brenda
Richmond Public Schools, Va.
Note: 206p.; For resumes of related documents, see PS 007 842-843
Available from: Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)
Document Not Available from EDRS.
Descriptors: Classification/ Color/ Discrimination Learning/ *Early Childhood Education/ Educational Games/ *Family School Relationship/ *Home Programs/ *Learning Activities/ *Parent Education/ Poetry/ Reading Games/ Science Activities/ Social Life
Identifiers: *Project Follow Through
This manual, Part 2 of a two-volume series, is a compilation of instructional tasks designed to be used in the home by parents with their children. These home learning activities are one component of the Florida Model of Follow Through Programs. Each instructional task is designed for use in the home by a Parent Educator (P.E) who has already worked with the child and the child's classroom teacher. The task is discussed, demonstrated or role-played, evaluated, and revised (if necessary) with the parent who in turn shares it with the child. This manual contains home learning activities involving people and places (with a special section on black culture), poetry, reading, science, seasons and weather, shapes and colors, social living, travel, and word games. (CS)

ED105989* PS007843
Home Learning Activities Designed to Provide Educational Experiences for Children and Parents. Part 1.
Seay, Shirley H.; Brown, Brenda
Richmond Public Schools, Va.
Note: 200p.; For resumes of related documents, see PS 007 842-844
Available from: Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)
Document Not Available from EDRS.
Descriptors: Art Activities/ Discrimination Learning/ *Early Childhood Education/ Educational Games/ *Family School Relationship/ *Home Programs/ *Learning Activities/ Money Systems/ Number Concepts/ Nutrition/ *Parent Education/ Self Concept/ Skill Development
Identifiers: *Project Follow Through
This manual, Part 1 of a two-volume series, is a compilation of instructional tasks designed to be used in the home by parents with their children. These home learning activities are one component of the Florida Model of Follow Through Programs. Each instructional task is designed for use in the home by a Parent Educator (P.E.) who has already worked with the child and the child's classroom teacher. The task is discussed, demonstrated or role-played, evaluated, and revised (if necessary) with the parent who, in turn, shares it with the child. This manual contains home learning activities involving animals, alphabet games, art, discrimination, special and current events, foods and nutrition, health, holidays, self-concept, money, and number games. (CS)

ED105988 PS007842

Home Learning Activities Designed to Provide Educational Experiences for Children and Parents: A Home Preschool Program Designed for the Siblings of the Children in the Follow Through Program in the Richmond Public Schools.

Richmond Public Schools, Va.

Note: 221p.; For resumes of related documents, see PS 007 843-844

Available from: Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00)

Document Not Available from EDRS.

Descriptors: Art Activities/ Childrens Games/ *Home Programs/ Language Arts/ *Learning Activities/ Motor Development/ Music Activities/ Number Concepts/ *Parent Participation/ *Preschool Curriculum/ Preschool Education/ Science Activities/ Self Concept/ *Siblings

Identifiers: *Project Follow Through

This handbook of home preschool activities is designed to be used with the siblings of the children in Project Follow Through. The suggested activities are to be used by parents in the home to provide learning experiences for their young children and to reinforce concepts being taught in Project Follow Through. Most of the activities were adapted from Ira J. Gordon's two books, "Baby Learning through Baby Play" and "Child Learning through Child Play." Other activity sources are suggested in the bibliography. The activities are divided into the following categories: body image, motor development, language arts, everyday experiences, weather, animal and plant experiences, counting experineces, music, art, and special games.

ED104989 UD014977

Teacher Morale in a Home Intervention Follow Through Program.

Greenwood, Gordon E.

Publ. Date: 70 Note: 17p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Changing Attitudes/ *Compensatory Education Programs/ Economically Disadvantaged/ Elementary School Students/ Family School Relationship/ *Home Programs/ *Intervention/ Kindergarten Children/ Mothers/ Parent Education/ Teacher Attitudes/ *Teacher Morale

Identifiers: Florida

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to modify the type of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling. In the case of the Florida model, the emphasis is on home as well as school intervention. Two mothers from low-income backgrounds are trained and placed in the classroom to work as a team with the teacher. Called parent educators, the mothers visit the homes of the children in the classroom weekly and assist the teacher with classroom instruction. The classroom teacher is a key person in the Florida model. She coordinates both the instructional and home visit activities of the parent educators. Her morale is therefore important to the success of the program. It is the purpose of this article to: (1) briefly examine the nature of teacher morale, (2) look at the ways in which the Florida model affects teacher morale and, therefore, the child through the delicate set of home-school interactions called for by the model, and (3) report empirical data concerning the effect of the model on teacher morale during its first two years of operation. During the first two years of operation, teacher morale was assessed by a means of the "Purdue Teacher Opinionnaire" which is probably the best known and most widely used of all self-report teacher morale instruments. (Author/JM)

ED104970 95 TM004573
Follow Through Classroom Observation Evaluation 1972-1973--Executive Summary. SRI Project URU-7370.
Stallings, Jane A.
Stanford Research Inst., Menlo Park, Calif.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: SRI-URU-7370
Contract No.: OEC-0-8522480-4633(100)
Publ. Date: Oct 74 Note: 12p.; For related documents, see TM 004 572 and ED 085 100
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Academic Achievement/ Affective Behavior/ Child Development/ *Classroom Observation Techniques/ Classroom Research/ Comparative Analysis/ Data Analysis/ Economic Disadvantagement/ Educational Innovation/ *Elementary Education/ Evaluation/ Federal Programs/ *Intervention/ Locus of Control/ Models/ *Program Effectiveness/ Student Teacher Relationship/ Teacher Education/ Test Reliability
Identifiers: Classroom Observation Instrument/ Implementation/ Intellectual Achievement Responsibility Scale/ *Project Follow Through
Findings from a 607 page report, "Follow Through Classroom Observation Evaluation 1972-1973," are briefly summarized. The report is based upon systematic observation of Follow Through classrooms in action. Two key questions have been asked: (1) How well is each of seven instructional models carried out within the classroom? and (2) Are observed classroom practices related to desired child outcomes? It is reported that the great majority of first and third grade teachers included in the study are conforming to instructional procedures as specified by the sponsors. Time spent in reading and math activities and a high rate of drill, practice, and praise were shown to contribute to higher reading and math scores. Lower absence rates, higher scores on a nonverbal problem-solving test of reasoning can be attributed in part to more open and flexible instructional approaches. It is concluded that what occurs within a classroom does contribute to achievement in basic skills, good attendance, and desired child behaviors. Further, the seven Follow Through models considered in this study are bringing different strengths to their pupils, and each is bringing advantages not usually found in traditional classrooms. (RC)

ED104969 95 TM004572
Follow Through Classroom Observation Evaluation 1972-1973. SRI Project URU-7370.
Stallings, Jane A.; Kaskowitz, David H.
Stanford Research Inst., Menlo Park, Calif.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: SRI-URU-7370
Contract No.: OEC-0-8522480-4633(100)
Publ. Date: Aug 74 Note: 607p.; For related documents, see TM 004 573 and ED 085 100
EDRS Price MF-$ 1.08 HC-$31.10 PLUS POSTAGE
Descriptors: Academic Achievement/ Affective Behavior/ Child Development/ *Classroom Observation Techniques/ Classroom Research/ Comparative Analysis/ Data Analysis/ Economic Disadvantagement/ Educational Innovation/ *Elementary Education/ Evaluation/ Federal Programs/ *Intervention/ Locus of Control/ Models/ *Program Effectiveness/ Teacher Education/ Test Reliability
Identifiers: Classroom Observation Instrument/ Intellectual Achievement Responsibility Scale/ *Project Follow Through
This fourth report of Follow Through Classroom Observation data, collected in Spring 1973 from 37 sites representing seven sponsors who participated in the planned variation studies, focuses upon the question of whether sponsors can deliver their educational systems to diverse kinds of communities. It is a study of the effects of training classroom personnel to use specific procedures in the classroom. The procedural specifications of the sponsors include the physical arrangement of the classroom, utilization of prescribed curricula, and interactions with children. A secondary analysis examines the relationships between educational processes and child outcomes. Substantial data and detailed descriptions of the procedures implemented explain and support the results. Most first and third grade teachers conformed to instructional procedures as specified by the sponsors. Time spent in reading and math and a high rate of drill, practice, and praise contributed to higher reading and math scores. Lower absence rates, higher scores on a nonverbal problem-solving test of reasoning is attributed in part to more open and flexible instructional approaches. The seven Follow Through models considered are seen as bringing different strengths to their pupils, and each is bringing advantages not usually found in traditional classrooms. (RC)

ED104550 PS007781

A Summary of Five Major Evaluation Reports on the Follow Through Program in Philadelphia 1972-1973.

Goodwin, Judith

Philadelphia School District, Pa. Office of Research and Evaluation.

Publ. Date: 73 Note: 16p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: *Achievement/ Behavior Change/ *Comparative Analysis/ Cross Sectional Studies/ *Early Childhood Education/ Longitudinal Studies/ *Models/ Parent Participation/ *Program Evaluation/ School Holding Power/ Standardized Tests

Identifiers: *Project Follow Through

This brief, nontechnical summary of five major evaluation reports is divided into four sections: 1. Pupil Achievement Characteristics: "Metropolitan Achievement Test (MAT)", Spring, 1973; 2. Continuance and Transience Among Teachers and Pupils 1968-1973; 3. The Parental Component in Follow Through; and 4. Supportive Services in Follow Through. Achievement data from a cross-sectional viewpoint indicate that total Follow Through performance in the spring of 1973 is better than non-Follow Through performance in Kindergarten and first grade, and that the Bank Street and Behavior Analysis models show consistently higher performance at all grade levels. Quasi-longitudinal analyses indicate a positive effect of combined maximum exposure and Head Start or equivalent experience, particularly in the Behavior Analysis and Bank Street models. Pupil and teacher retention rate continue to be relatively high (60-70 percent for pupils; slightly more than 60 percent for teachers), and the parent involvement component continues to be a priority area. Supportive services data indicate that medical services are most uniformly provided for; psychological services the least so. However, in almost all cases services extend well beyond those provided by the school district. (Author/CS)

ED104518 PS007704

Findings of the Second Year of the Head Start Planned Variations Study.

Smith, Marshall S.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Publ. Date: Sep 74 Note: 53p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors: Cognitive Development/ *Compensatory Education Programs/ Curriculum Evaluation/ *Demonstration Programs/ Disadvantaged Youth/ Educational Assessment/ Goal Orientation/ Intelligence Quotient/ Longitudinal Studies/ *Measurement Instruments/ *Preschool Children/ Program Evaluation/ Psychometrics/ Teaching Models

Identifiers: *Head Start Planned Variations/ HSPV

This paper focuses on a review of data collected from the second wave of a three wave longitudinal study (Head Start Planned Variations-HSPV) designed to assess the relative impacts of a variety of preschool curricula. Head Start children formerly in the HSPV program were tested when they entered selected Follow Through schools and throughout their early school years until they completed Follow Through at the end of the third grade. The study design is reviewed and tests and measures used during the 1970-71 evaluation period are briefly described. Problems in designing assessment instruments for this age group in both cognitive and "non-cognitive" areas are identified. A consideration of the general methodological implications of these design problems is followed by a summary of conclusions on the three main effect questions: (1) overall effects of the Head Start experience; (2) differences between Planned Variation and conventional Head Start programs; and (3) differential effects of the eleven Planned Variation Models (brief descriptions of these are included). Also considered is the question of whether the effects of the various preschool curricula are sensitive to differences in child characteristics. Conclusions address the problem of making curricular evaluations attend more to goals than to psychometric characteristics. (ED)

ED103440 95 TM004271
Problems in Longitudinal Analysis: A First Look at Longitudinal Versus Cross Section Studies.
Marx, Thomas
Huron Inst., Cambridge, Mass.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-72-0718
Publ. Date: 30 Jun 73 Note: 19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Achievement Tests/ Analysis of Covariance/ Analysis of Variance/ *Comparative Analysis/ *Cross Sectional Studies/ Data Analysis/ Educational Research/ Experimental Groups/ Individual Differences/ *Longitudinal Studies/ *Measurement Techniques/ Models, Post Testing/ Predictor Variables/ Pretesting/ Research Problems/ Statistical Analysis / *Statistical Bias/ Suppressor Variables/ Tests of Significance
Identifiers: Follow Through
When two groups, initially dissimilar, undergo different treatments, can subsequent differences be partitioned in such a way that the difference between the two treatments is unbiased? This is the central problem of this paper, and it is confronted by the examination of two levels of information using a Follow Through Evaluation. The first information level contains, in addition to outcome variables (achievement tests), information on child characteristics and family background. The second contains all the variables of the first plus three achievement tests given at an earlier time. Although many educators believe it is important to use a pretest to adjust posttest scores, closer inspection reveals that this process typically explains only a fraction of the variation on posttest scores. Even if pretests substantially explain variations on concurrent variables, this does not warrant the conclusion that treatment differences based on posttests will be altered by additional information. It is concluded that a multifaceted approach may reveal the analysis (or analyses) best suited for a particular question. (Author/BJG)

ED103210 95 SE017306
Religious Reconstruction for the Environmental Future, Proceedings Report (The University of Connecticut, November 30-December 2, 1972).
Johanson, Philip N., Ed.; Anderson, C. Alan, Ed.
Faith-Man-Nature Group, South Coventry, Conn.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Publ. Date: Oct 73 Note: 127p.
Available from: The Faith-Man-Nature Group, P.O. Box 397, South Coventry, Connecticut 06238 ($2.00, postpaid)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: *Conference Reports/ Ecology/ *Environment/ Ethical Values/ Ethics/ *Futures (of Society)/ Interdisciplinary Approach/ Natural Resources/ Political Attitudes/ *Religion/ Social Factors/ Social Responsibility/ Values/ Workshops/ *World Problems
This is the proceedings from a workshop that focused on the capacity of religious systems around the world to deal with environmental problems. Included in this publication are an introduction, the workshop schedule, a participant roster, and five papers presented at the workshop. Topics covered in the papers include: Religious Reconstruction for the Environmental Future: Native Wholeness; History and Nature in the Judeo-Christian Tradition: How Will the Future Be Different?; Where Are We Now in Relation to Political Participation in the Public Interest, in Our Technological Society?; and Reconstructions of Scientific and Religious Consciousness for a Better Environmental Future. A Reporting Session: Task Groups for Reconstructive Follow-Through concludes this publication. (BT)

DOCUMENT RESUME

ED 140 979 PS 009 371

AUTHOR Crockenberg, Susan B.
TITLE The Effects of Cooperative Learning Environments on Conformity in School-Age Children.
PUB DATE Mar 77
NOTE 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Conformity; *Educational Environment; *Elementary Education; Elementary School Students; *Group Activities; *Learning Activities; Peer Acceptance; Peer Relationship; Questionnaires; Research Methodology; *Social Behavior
IDENTIFIERS *Cooperation

ABSTRACT

This study examines the effects of interdependent goals and cooperative learning environments on conformity in children. Each of the subjects (390 3rd and 4th grade children) was randomly assigned to a 3-child learning group (or to a no-group control) and then to one of seven experimental or control conditions. The experimental conditions and control groups varied on three dimensions: (1) whether the group had experience in a learning environment prior to the conformity task (2) the nature of that learning environment: cooperative-win, competitive-win, competitive non-win; and (3) whether the conformity task took place in an individual or a group context and whether it included interdependent goal instruction. Results, discussed in detail, indicate that neither simply being with a group of children nor having an interdependent goal significantly inflated conformity. However, the data suggests that positive feelings toward others in the absence of strong feelings of acceptance result in relatively high levels of conformity. The process by which conformity is induced in peer groups and the possible effects of long-term cooperative groups on conformity are discussed, and some individual and situational characteristics which induce and reduce conformity are identified. (Author/MS)

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The Effects of Cooperative Learning Environments on Conformity in School-Age Children

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Running head: Conformity

The author wishes to thank Jean Cain, Jane Veneman, and Jennie Nicolayev for their careful collection and coding of the data.

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Abstract

This study examines the effect of interdependent goals and cooperative learning environments on conformity in children. Three hundred and eighty 3rd and 4th grade girls and boys were randomly assigned to 3-person learning groups (or to a no-group control) and then to one of seven conditions. Results indicate that neither simply being with a a group of children nor having an interdependent goal significantly inflated conformity. However, the more positive the experience, the more likely conformity. Competitive winners conformed more than no-group controls, cooperative winners conformed more than children administered the conformity task in groups, and children whose groups were cooperative in process conformed more than children whose groups were not cooperative in process. In addition, children identified by teachers as likely to conform and as not good friends with other group members conformed more than children not so identified. The process by which conformity is induced in peer groups and the possible effects of long-term cooperative groups on conformity are discussed.

The Effects of Cooperative Learning Environments and Interdependent Goals on Conformity in School-Age Children

Deutsch's (1962) theory of cooperative environments suggests a link between cooperation and conformity. A cooperative environment occurs when individuals are interdependent with respect to goal attainment. Liking of others (positive cathexis) and receptivity to the influence of others (inducibility) are two psychological consequences of such environments. These outcomes are typically viewed as beneficial, but they may also be dysfunctional. Deutsch points out that strong, positive feelings toward the social group, or, alternately, the desire to maintain the positive feelings of others, may interfere with an individual's willingness to risk disagreement. Similarly, receptivity to the influence of others may generalize to situations in which it would be more useful or appropriate to disagree. In short, conformity, in the sense of going along with the incorrect opinion of the majority, may be an undesirable consequence of cooperative situations.

On the other hand, it can be argued that, beyond liking, cooperative environments may generate trust and this trust may facilitate the expression of divergent views (Johnson, Note 1). The basis for trust is established when an individual risks ridicule or rejection by expressing his ideas or feelings. If group members respond with acceptance, the individual will presumably take further risks. Thus, cooperative environments, by creating a setting in which expression of ideas is necessary, also create the necessary conditions for the development of trust. In addition, while acceptance

is not guaranteed, the positive feelings that characterize cooperative environments presumably increase the possibility of acceptance, and hence further risk-taking. Thus, disagreement with the majority opinion or rejection of conformity may be facilitated by cooperative environments.

Although no research bears directly on the relationship between cooperative environments and conformity, a number of studies have investigated the effect of interdependent goals and conformity (Deutsch & Gerard, 1955; Jackson & Saltzstein, 1958; Saltzstein, Belenky, & Diamond, 1972). The first two studies indicate that college students conform more in interdependent goal situations. Since interdependency of goals is central to a cooperative situation, that research supports the view that cooperative environments encourage conformity.

It should be noted, however, that the experimental procedures employed in the above studies eliminated or substantially reduced the interpersonal interaction that typically characterizes groups with interdependent goals. In the Deutsch and Gerard study there was no face to face contact. Subjects were separated by partitions which prevented them from talking to each other or seeing one another. Instead, subjects announced their judgments by pressing a button. In the Jackson and Saltzstein study, subjects sat together in a semi-circle, but no communication was allowed. (Subjects did send each other notes, but other notes were substituted by the experimenter so that each person received the same, inaccurate information.) Hence, the conditions thought to generate trust and hence minimize conformity were absent or, at best, minimally present.

In sum, there is reason to believe that cooperative environments affect conformity, but the direction and extent of that influence is unclear. The purpose of this research is to investigate the effect of cooperative environments, specifically cooperative learning environments, on conformity in school-age children. Within the scope of this general purpose, three related sub-issues will be addressed:

1. the extent to which school-age children conform on a task with interdependent goals but no interpersonal interaction;
2. whether and how group process time in cooperative groups and the nature of the interaction during that time influences conformity;
3. the extent to which the effects of a cooperative environment carry over to immediately subsequent, although non-interdependent experiences with the same group.

Method

Subjects

One hundred and ninety girls and 190 boys in the third and fourth grades participated in the study. Children were assigned to groups of three (or to a no-group control) randomly within sex, ability and classroom. (Ability refers here to the teacher's estimate of the child's reading ability relative to other children in the class. It was employed to reduce conformity as a function of perceived differences in competence.) Within each three-child group one child was randomly selected as the target child on the conformity task. These groups were then randomly assigned to each of the six conditions such that proportional numbers of each sex and each ability group were represented in each condition.

Conditions

The experimental conditions and control groups varied on three dimensions: 1) whether the group experienced a learning environment prior to the conformity task; 2) the nature of that learning environment - cooperative-win, competitive-win, competitive non-win; 3) whether the conformity task took place in an individual or a group context and whether it included interdependent goal instructions. These variations served a number of purposes. To determine whether being in the presence of other children during the conformity task increased conformity a control condition was included in which individuals responded to the conformity task in the absence of other children. To determine if interdependent goals per se inflate conformity in school-age children, two controls were necessary, one which included the conformity task with interdependent goal instructions, one without such instructions. Similarly, to determine whether the effects of cooperative environments generalize to situations without interdependent goals, a condition was included in which children experienced a cooperative learning environment followed by a conformity task without interdependent instructions. To determine whether processes unique to cooperative groups (as opposed to winning or additional time spent together) influenced conformity, competitive-win and non-win learning environments were included, each followed by the conformity task without interdependent instructions.

Thus, the seven conditions included:

1. no group control, conformity task administered with no group present and without an interdependent goal (no prize offered);
2. no prior group experience, conformity task administered in group with no interdependent goal (no prize offered);

3. no prior group experience, conformity task administered in group with an interdependent goal (prize offered);

4. cooperative learning environment, conformity task with interdependent goal (prize offered);

5. cooperative learning environment, conformity task without interdependent goal (no prize offered);

6. competitive learning environment, conformity task without interdependent goal (winner selected as target subject on conformity task);

7. competitive learning environment, conformity task without interdependent goal (non-winner selected as target subject on conformity task).

Learning environments. In the conditions that included prior group experience in a learning environment children wrote stories about two different pictures. Fifteen minutes was allowed per picture. Following each story-writing session, the experimenter read the story/stories and gave feedback appropriate to the condition. In the cooperative conditions, the children worked together to make up each story and were told they would all get prizes if they wrote a good story. Subsequently, the experimenter praised (story 1) or praised and rewarded with prizes (story 2) the group for working together and writing a good story. In the competitive conditions children wrote separate stories and were told that the child who wrote the best story would get a prize. Subsequently the experimenter praised and then praised and rewarded a randomly selected winner for writing the best story.

Cooperative interaction. During cooperative story-writing episodes the experimenter noted who participated in the task and to what degree, specific accepting or non-accepting comments directed at ideas or individuals,

and the general tone of the group (friendly or hostile). Groups were identified as cooperative in process if all three children participated in the story-writing and if communication was predominantly positive and supportive[1] or as non-cooperative in process if all three children did not participate in the task or communication was predominantly negative and non-supportive. Two independent raters reached 85% agreement in identification of groups as "cooperative in process."

Conformity Task. A line-judgment task developed by Shapira (1970) and modified by Kagan (1974) provided the context for the measurement of conformity. Each child in the three person group was given a twenty-six page book with four lines on each page. The children were told to state which of three numbered lines was most similar in length to the comparison line. The target subject of the experiment answered last on the experimental trials, and unknown to all the children, his book differed systematically from those of the other children. Thus, the child with the different book had to choose between answering on his own judgment or succumbing to group opinion on fifteen of the twenty-six pages.

The interdependent goal was established in the specified conditions using instructions adapted from Deutsch and Gerard (1955):

> Many groups of children in your school are participating in this activity. I want to see how good each group is in matching lines. So I've decided to give prizes to the five best groups--the five groups that make the fewest mistakes on the lines that you have in the booklets. I'll add up the mistakes each of you makes to get a group score. The groups with the fewest mistakes win.

To ascertain that children understood these instructions each group was asked to explain how prizes could be won prior to their participation in the task.

Because disagreement with the group raised the possibility of harrassment from other group members several precautions were taken. When the children completed page 23 in their line-judgment booklets they were told that the previous lines were only practice, but the next ones were for real. Each child took a turn at going first and last on one of the last three pages and agreement was unanimous in each case. In addition when all children in a school had participated in the research they were told that some children had different books than the others which was why they sometimes gave different answers. In this context the children openly discussed their earlier ideas about why so-and-so had given wrong answers. Occasionally a target child would pipe up with something to the effect, "I told you guys I was giving the right answer." Vindication at last!

Child Questionnaire. To obtain information about the child's subjective experiences in the story-writing situation and during the conformity task, the 80 target children in the cooperative conditions and in the no prior group experience conditions were asked the following questions:

1. How much did you like your group?
2. How much did they like you?
3. How much did you help with the story?
4. Do you think the other children in your group wanted you to give the same answers as they did on the lines?
5. Do you think they were giving some wrong answers?

The first three questions were answered on a 4-point scale, ranging from not very much to very much, with each point illustrated by an appropriately sized box. The last two questions were answered yes or no. After the children responded, the experimenter probed the last two questions in an effort to determine why the child had answered as she did and whether she thought the lines in the three booklets differed.

Teacher Questionnaire. A brief questionnaire was devised to obtain information about the target child's general popularity in his classroom, his degree of friendship with the other children in his story-writing group, and his tendency to conform in classroom settings. Teachers were asked to rate each subject-child, using a 3-point scale, for each of the above areas. In addition, the teachers were invited to include additional comments that might elucidate why, or in what circumstances, a particular child conformed to peer pressure.

Results

Table 1 presents the mean number of times children conformed on the line-judgment task for each condition for each sex separately.

Insert Table 1 about here

Variances across some groups differed significantly. Therefore, log transformations of raw conformity scores were used in data analysis. A sex by condition analysis of variance yielded a significant condition effect, $F(6,139) = 7.96$, $p < .001$, no sex effect, and no sex by condition interaction. Tukey contrasts ($p < .01$) were performed to determine which condition differences contributed to the overall effect.

There were no significant differences in conformity between interdependent and non-interdependent conditions. This absence of differences between conditions was observed both for groups with prior cooperative experiences (conditions 4 and 5) and for groups with no prior group experience of any kind (conditions 2 and 3).

In addition, there were no significant differences between conditions in which the conformity task was administered in a group setting (conditions 2 and 3) and the no group control (condition 1) in which the conformity task was administered individually. Simply putting children in face to face contact for the duration of the line-conformity task did not significantly inflate their conformity. However, children in the competitive-win condition conformed significantly more than children in the no-group control which suggests that an extended group experience when it culminates in success does increase conformity. Further, the success outcome, rather than simply the amount of time the children spent together appears central to the conforming since competitive nonwinners did not show inflated conformity.

Children in both cooperative conditions conformed significantly more than children in the no-group control. However, only children in the cooperative condition with no interdependent goals conformed significantly more than children in the no prior group experience conditions in which the conformity task was administered in a group setting. This latter finding is consistent with the expectation that children in cooperative groups will conform more. However, since children in cooperative groups fail to conform

significantly more than children in competitive-win groups it is possible that it is the previous experience of winning, either individually or as a group, which leads to higher conformity.

On the other hand, there is evidence that children in cooperative groups that are cooperative in process conform significantly more than children in cooperative groups that are not cooperative in process, $t(38) = 3.02$, $p < .001$. Table 2 presents the mean number of times children conformed in each of these groups.

Insert Table 2 about here

There is also evidence that the individual differences in conformity observed in the cooperative conditions are not attributable solely to group process differences. Children identified by teachers as likely to conform conform significantly more than children identified as unlikely to conform, $t(28) = 2.85$, $p < .005$. In addition, children in groups with good friends conform significantly less than children in groups where they are only "accepted" by the other children, $t(29) = 2.34$, $p < .025$. There were no significant differences in conformity between popular and less popular children. However, teachers pointed out that some children are popular precisely because they go along with the crowd.

Inspection of the child questionnaire data indicated that all children said they liked the other members of their group and that the others liked them. Degree of expressed liking was not related to number of conforming

responses. Most children said that the other children in their group were making mistakes on the line judgment task. Even children who conformed on many trials said the other children sometimes made mistakes, although three of the most conforming children (all in the cooperative with interdependent goal condition) denied that the others were making errors. Children who said the others were making mistakes often commented that the other children were wrong or not very careful. Some speculated that the first child made a mistake and the second child just copied him. Finally, most children said that the other group members wanted them to give the same answer and this response was no more likely in the interdependent goal conditions than in the noninterdependent goal conditions.

Discussion

These findings support the view that qualitative aspects of the experience children have with peers influences their likelihood of conforming. The more positive the experience, the more likely children are to conform. Thus, competitive winners conform more than no-group controls, cooperative winners conform more than children administered the conformity task in groups, and children whose cooperative groups are cooperative in process conform more than children whose groups are not cooperative in process.

These findings provide little support for the view that trust is generated by the sharing of ideas and mutual support that characterize cooperative groups or that this trust allows children to express divergent opinions without risking rejection. However, the cooperative experiences in this study were relatively brief and the amount and type of disclosures relatively limited, while there is considerable evidence (Johnson, Note 1) that trust

is often very difficult and time consuming to build. Thus, it is possible that in long-standing cooperative groups liking may develop into trust over a period of time during which ideas and feelings are shared and accepted by others. The finding that children conform less with good friends than with peers who only "accept" them is consistent with the view that establishing trust requires repeated testing of what will happen if I disagree. Similarly, teachers' comments accompanying judgments of probable conformity frequently cite a child's doubts about his acceptance by others. Although children who entered a school after the beginning of the school year were excluded from the study, teachers often mentioned that a child was new to the school that year, unsure whether she truly belonged, and therefore likely to conform.

In this context it is noteworthy that Jackson and Saltzstein (1958) found higher conformity than they had expected for their nonaccepted subjects. They suggest that either the nonaccepted subjects doubted their ability and hence conformed out of a greater need for social reality or that nonaccepted persons needed social reassurance. They stated that, "Such a need might lead the person to defend against rejection by identifying with the members of the group and conforming closely to their opinions and judgments." (p. 23) The present study supports this latter explanation and suggests further that a child's unsureness of his acceptance may be central to his conforming benavior.

That teachers could identify children who conformed in both cooperative conditions suggests that conformity as measured in the experimental task is consistent with conformity observed in natural settings. However, it also suggests that cooperative groups may induce conformity primarily for children already so disposed.

Finally, the data on conformity in interdependent goal conditions fails to replicate earlier studies using older subjects, although it is consistent with the results of Saltzstein, Diamond & Belenky, 1972. In the present study children in groups with an interdependent goal structure were no more likely to conform than children in conditions without interdependent goals. Since this pattern of results occured for both cooperative and control conditions it seemed unlikely that chance variation in group composition could account for the findings. However, to check this possibility interdependent and noninterdependent conditions were compared on number of pairings with good friends, number of children teachers predicted would conform, and whether the group process was cooperative. The interdependent and noninterdependent groups were very similar or identical on each of these dimensions. Thus, it was concluded that the absence of differences was not attributable to chance sample variation.

Nonetheless, it is perplexing that an interdependent goal which includes an offer of prizes to groups that make the fewest errors should have so little effect on children's conformity. A possible explanation is that the interdependent goal instructions sensitized some children to their own errors. Although it was clear to the children that it was total group errors that counted,

an individual's errors contributed to this total. Thus, several children in the interdependent conditions (and none in the non-interdependent conditions) articulated that the others would not want them to go along with their answers if those answers were wrong. Apparently those children did not conform because conformity would have lowered group performance. This suggests that an interdependent goal structure might have a stronger impact on conformity if conformity did not require a clearly erroneous judgment. It is also possible that offering a prize increased the importance of accuracy and in so doing cancelled any conformity enhancing effect of the interdependent goal. However, Saltzstein, et. al., (1972), the only other study in this area to use child subjects, controlled for prizes and still found no differences in conformity between their interdependent and non-interdependent groups.

Saltzstein and Osgood's (1975) study of children's justifications for conformity suggest an alternative explanation. The younger children in that study (primarily first and third graders, but also half the fifth graders) typically argued that you should comply with the group only if the request coincides with your own wishes, while the older children argued that you should comply out of loyalty to the group or because the group is depending on you. Thus, the children in the present study may have been uninfluenced by interdependent goal instructions because group loyalty is not a compelling factor in the behavior of third and fourth graders. Possibly these children have difficulty taking the social perspective of others and must "decenter" before loyalty can be the basis of conformity (Flavell, Botkin, Fry, Wright & Jarvis, 1968; Saltzstein & Osgood, 1975). However, the children's "yes"

responses to the question "Did the others want you to give the same answer they did?", suggest at least awareness of the preferences of other group members. It may be, as Kohlberg (1969) suggests, that social perspective taking is a necessary but not a sufficient condition for moral reasoning. Thus a child may be aware of another person's needs or desires without feeling an obligation to consider those needs if they oppose his own.

In conclusion, the present study indicates a discrepancy between the effects of interdependent goals on conformity in adults and children. This finding is significant because adult results have been used to predict the effect of peer association on children (Bronfenbrenner, 1970). Further, this study identifies some of the individual and situational characteristics that both induce and reduce conformity. In particular the data suggests that positive feelings toward others in the absence of clear and unambivalent feelings of acceptance result in relatively high levels of conformity. A major task of future research is to determine whether acceptance is fostered in enduring cooperative environments and how this process affects children's conforming behavior.

Reference Notes

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Table 1

Mean Number of Conforming Responses in Each Condition[a]

Condition	Males		Females		Combined	
	X	s.d.	X	s.d.	X	s.d.
1. No-Group Control	0.90	1.29	0.50	0.85	0.70	1.08
2. No Prior Group Experience, no interdependent goal	2.20	2.62	2.50	1.27	2.35	2.01
3. No Prior Group Experience with interdependent goal	2.00	2.40	1.10	1.10	1.55	1.88
4. Cooperative - with interdependent goal	4.20	5.33	4.20	4.29	4.20	4.74
5. Cooperative- no interdependent goal	6.30	5.23	5.10	4.38	5.70	4.74
6. Competitive - Win	3.30	3.69	4.20	3.89	3.75	3.06
7. Competitive - Non-win	1.90	2.28	3.70	2.91	2.80	2.71

[a]n = 10 in each sex by condition group.

Table 2

Mean Number of Conforming Responses in Cooperative Groups Identified as Cooperative or Non-Cooperative in Process[a]

	Cooperative Process	Noncooperative Process
mean	5.45	1.85
s.d.	5.02	1.79

[a] n = 20 in each group.

Footnotes

1. Identifying group communication as positive and supportive did not imply that the children simply capitulated to each other (with the possible implication that children who conformed on the line-judgment task were children who conformed previously during the story-writing). The observor frequently noted that children argued or disagreed. However, their disagreements were described as "friendly" and decisions were described as "mutual," with all three children participating and no one person consistently dominating.